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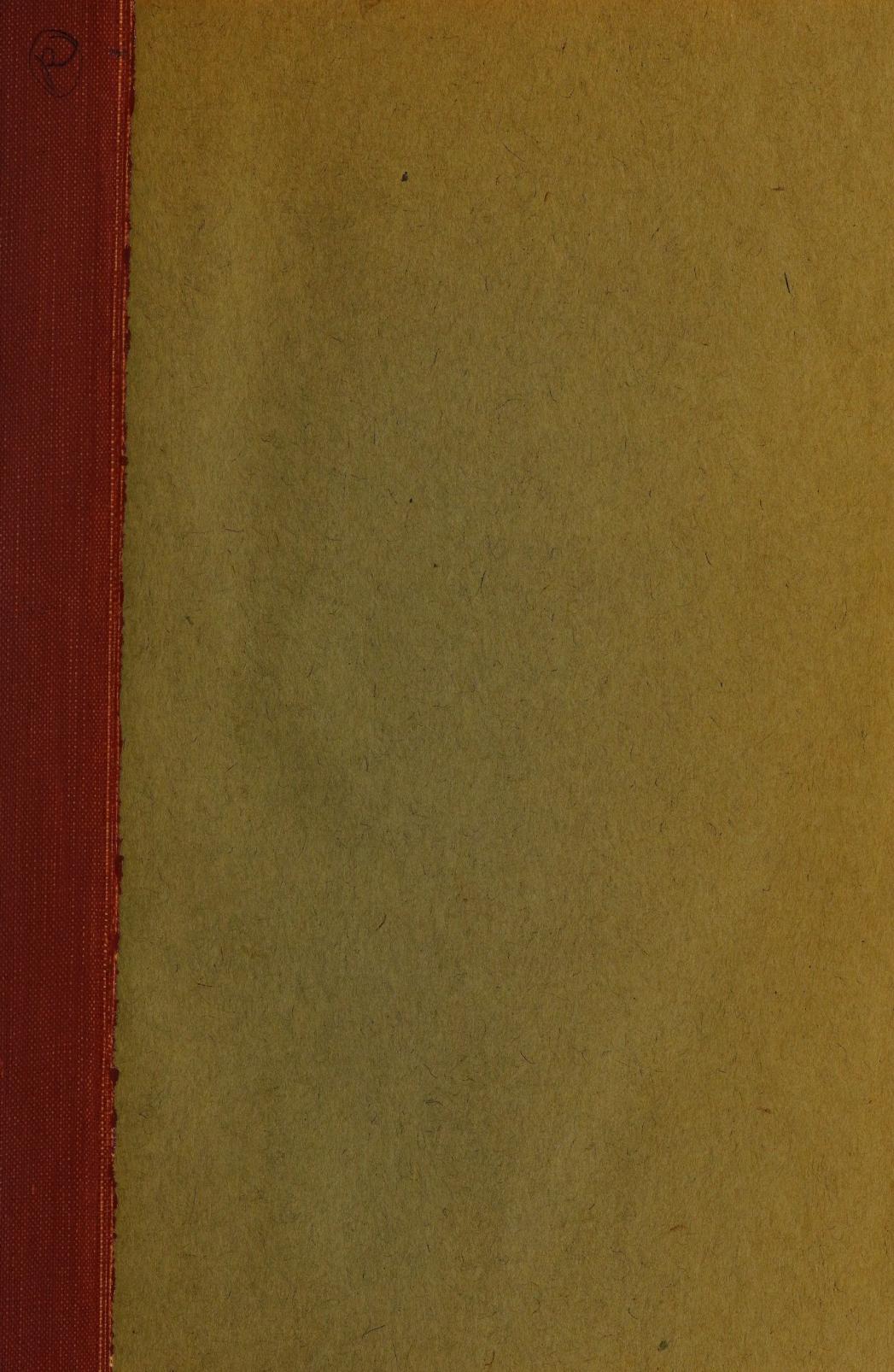
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TITLE

Annual Reports



TWENTY-FOURTH
ANNUAL REPORT

Board of Education



Salt Lake City
Public Schools



FOR THE SCHOOL YEAR 1913-1914
SALT LAKE CITY, UTAH

B.R.A.Y.
PROVIDENCE

126912

TWENTY-FOURTH

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF

SALT LAKE CITY

FOR THE

Year Ending June 30, 1914

Published by the
Order of the Board of Education

ROSTER
OF THE
MEMBERS OF THE BOARD OF EDUCATION
FROM THE
ORGANIZATION, JULY, 1890, TO JANUARY, 1915

Elected and Served During School Years Indicated.

William Nelson.....	From July, 1890, to January, 1895.
Hiram Johnson.....	From July, 1890, to April, 1891.
George W. Snow.....	From July, 1890, to July, 1891.
T. C. Armstrong, Jr.....	From July, 1890, to July, 1891.
Wm. J. Newman.....	From July, 1890, to January, 1893, and From January, 1898, to January, 1911.
John N. Pike.....	From July, 1890, to January, 1894.
P. L. Williams.....	From July, 1890, to September, 1890.
L. U. Colbath.....	From July, 1890, to November, 1891.
Chas. E. Mitchener.....	From July, 1890, to May, 1891.
R. W. Young.....	From September, 1890, to January, 1894, and From January, 1898, to June, 1898.
Harry T. Duke.....	From April, 1891, to January, 1893.
H. C. Lett.....	From May, 1891, to July, 1891.
G. D. Pyper.....	From July, 1890, to July, 1891.
Rudolph Alff.....	From July, 1891, to January, 1898.
B. G. Raybould.....	From July, 1891, to January, 1894.
Arthur Pratt.....	From July, 1891, to January, 1894.
Charles Baldwin.....	From July, 1891, to January, 1896, and From January, 1898, to August, 1898.
Geo. M. Downey.....	From November, 1891, to March, 1892.
John E. Dooly.....	From March, 1892, to January, 1898.
A. J. Pendleton, Jr.....	From January, 1893, to January, 1895.
Walter J. Beatie.....	From January, 1893, to January, 1895.
S. B. Westerfield.....	From January, 1894, to September, 1897.
John E. Hansen.....	From January, 1894, to January, 1898.
J. B. Toronto.....	From January, 1894, to January, 1898.
John J. Thomas.....	From January, 1895, to January, 1899.
W. F. Colton.....	From January, 1895, to January, 1899.
Geo. G. Bywater.....	From January, 1895, to January, 1898.
M. S. Woolley.....	From January, 1895, to January, 1898.
J. F. Grant.....	From September, 1896, to January, 1898.
A. G. Glauque.....	From January, 1897, to January, 1917.*

*Term Expires.

- E. B. Critchlow.....From January, 1898, to January, 1903.
 E. W. Wilson.....From January, 1898, to January, 1901.
 Oscar W. Moyle.....From July, 1898, to January, 1917.*
 Nat M. Brigham.....From January, 1898, to December, 1898.
 W. A. Nelden.....From January, 1898, to January, 1905.
 Simon Bamberger.....From September, 1898, to January, 1903.
 H. G. Whitney.....From August, 1898, to January, 1899.
 M. H. Walker.....From January, 1899, to January, 1903.
 Brigham S. Young.....From January, 1899, to January, 1903.
 From January, 1903, to July, 1904.
 H. P. Henderson.....From January, 1899, to January, 1901.
 From January, 1903, to June, 1909.
 L. Frank Branting.....From January, 1901, to January, 1905.
 Joseph Geoghegan.....From January, 1901, to January, 1905.
 Byron Cummings.....From January, 1903, to October, 1909.
 M. J. Cheesman.....From January, 1903, to December, 1909.
 Mathonihah Thomas.....From July, 1904, to January, 1913.
 H. C. Edwards.....From January, 1905, to March, 1906.
 Joseph Oberndorfer.....From January, 1905, to February, 1909.
 C. S. Martin.....From January, 1905, to January, 1913.
 T. R. Ellerbeck.....From April, 1906, to January, 1907.
 James T. Hammond.....From January, 1907, to January, 1915.*
 L. M. Bailey.....From March, 1909, to January, 1911, and
 January, 1913, to 1917.
 W. J. Barrette.....From July, 1909, to January, 1915.*
 Henry Van Pelt.....From October, 1909, to January, 1915.*
 Dr. Charles I. Douglas.....From January, 1911, to January, 1913.
 Samuel C. Park.....From December, 1909, to January, 1912.
 Robert H. Bradford.....From January, 1911, to January, 1915.*
 Dr. F. S. Bascom.....From January, 1912, to January, 1915.*
 George M. Sullivan.....From January, 1913, to January, 1917.
 A. D. McMullen.....From January, 1913, to January, 1917.

PRESIDENTS OF THE BOARD OF EDUCATION

- Geo. M. Scott.....From July, 1890, to March, 1892.
 Mayor of the City, exofficio President.
 R. N. Baskin.....From March, 1892, to January, 1893.
 Mayor of the City, exofficio President.
 William Nelson.....From January, 1893, to January, 1895.
 John E. Dooly.....From January, 1895, to January, 1898.
 Chas. Baldwin.....From January, 1898, to August, 1898.
 Wm. F. Colton.....From August, 1898, to January, 1899.
 W. A. Nelden.....From January, 1899, to January, 1900.
 E. W. Wilson.....From January, 1900, to January, 1901.
 Wm. J. Newman.....From January, 1901, to January, 1903.
 A. G. Giauque.....From January, 1903, to January, 1904.
 Oscar W. Moyle.....From January, 1904, to January, 1909.
 H. P. Henderson.....From January, 1908, to July, 1909.
 Jas. T. Hammond.....From July, 1909, to January, 1914.
 Wm. J. Barrette.....From January, 1914, to January, 1915.

*Term expires.

MEMBERS
OF THE
BOARD OF EDUCATION

Organization 1914

FIRST MUNICIPAL WARD

GEORGE M. SULLIVAN, 1133 Douglas Avenue.....January, 1917
HENRY V. VAN PELT, 946 East Eleventh South.....January, 1915

SECOND MUNICIPAL WARD

ARNOLD G. GIAUQUE, 448 West Sixth South.....January, 1917
DR. F. S. BASCOM, 38 West Fifth South.....January, 1915

THIRD MUNICIPAL WARD

OSCAR W. MOYLE, 66 West North Temple.....January, 1917
ROBERT H. BRADFORD, 855 North Sixteenth West.....January, 1915

FOURTH MUNICIPAL WARD

JAMES T. HAMMOND, 228 Fourth Avenue.....January, 1915
A. D. McMULLEN, 1154 First Avenue.....January, 1917

FIFTH MUNICIPAL WARD

W. J. BARRETTE, 1063 East Second South.....January, 1915
L. M. BAILEY, 127 South Twelfth East.....January, 1917

OFFICERS
OF THE
BOARD OF EDUCATION
OF
Salt Lake City, 1914

PRESIDENT

WM. J. BARRETTE
1063 East Second South

VICE PRESIDENT

HENRY V. VAN PELT
946 E. Eleventh South

CLERK

L. P. JUDD
1165 Princeton Avenue

TREASURER

S. A. WHITNEY
218 First Avenue

SUPERINTENDENT OF SCHOOLS

D. H. CHRISTENSEN
1515 Edison

SUPERINTENDENT OF BUILDINGS

ELI A. FOLLAND
750 West South Temple

STOREKEEPER

R. B. T. TAYLOR
259 West Second North

BOOKKEEPER

JOHN S. GARD
531 Fifth Avenue

TRUANT OFFICER

ALMA C. CLAYTON
242 West First North

COMMITTEES

ON RULES

WM. J. BARRETTE	A. G. GIAUQUE
J. T. HAMMOND	DR. F. S. BASCOM
H. V. VAN PELT	R. H. BRADFORD

ON SCHOOL LAW

J. T. HAMMOND	GEORGE M. SULLIVAN
H. V. VAN PELT	R. H. BRADFORD
OSCAR W. MOYLE	WM. J. BARRETTE

ON TEACHERS AND SCHOOL WORK

GEO. M. SULLIVAN	R. H. BRADFORD
J. T. HAMMOND	OSCAR W. MOYLE
DR. F. S. BASCOM	WM. J. BARRETTE

ON BUILDINGS AND GROUNDS

A. G. GIAUQUE	OSCAR W. MOYLE
DR. F. S. BASCOM	A. D. McMULLEN
L. M. BAILEY	WM. J. BARRETTE

ON FINANCE

H. V. VAN PELT	L. M. BAILEY
A. D. McMULLEN	J. T. HAMMOND
R. H. BRADFORD	WM. J. BARRETTE

Board Meetings

The regular monthly meeting of the Board is held on the second Tuesday of each month in the Board rooms, second floor City and County Building.

Salaries of Officers and Clerks

Clerk of Board, per annum.....	\$3,000.00
Superintendent of Schools, per annum.....	4,800.00
Superintendent of Buildings, per annum.....	2,400.00
Storekeeper, per annum (with team).....	1,680.00
Truant Officer, per annum.....	1,320.00
Clerk's Secretary, per annum.....	1,200.00
Clerk's Stenographer, per annum.....	720.00
Bookkeeper, Clerk's Office, per annum.....	1,500.00
Assistant Bookkeeper and Stenographer, per annum.....	660.00
Superintendent's Secretary, per annum.....	1,680.00
Superintendent's Stenographer, per annum.....	720.00
Bookbinder	900.00

Clerical Force

Superintendent's Secretary, Myrtle A. Reilly, 530 Third East Street.
Stenographer, Superintendent's Office, Edna Hannahs, 975 East Tenth
South Street.

Stenographer Superintendent's Office, Lucile Stringfellow, 2450 Ninth
East Street.

Clerk's Secretary, Kathryn B. Scribner, 1248 East First South Street.
Stenographer, Clerk's Office, Ednah Wallace, 327 South Eighth East.
Bookkeeper, John S. Gard, 531 Fifth Avenue.

Assistant Bookkeeper and Stenographer, George Nelson, 373 Quince St.

August 7, 1914.

SCHOOL POPULATION

SALT LAKE CITY, UTAH.

Enumeration of school children for the period ending July 31, 1914, shows the following:

Total number of children between the ages of 6 and 18.....	25,620
Total number of boys	12,597
Total number of girls	13,023
	25,620
Number of boys who cannot read and write.....	1,563
Number of boys who can read and write.....	11,034
	12,597
Number of boys attending district school.....	10,324
Number of boys attending private school.....	347
Number of boys attending no school.....	1,926
	12,597
Number of white boys	12,533
Number of colored boys	64
	12,597
Number of girls who cannot read and write.....	1,502
Number of girls who can read and write.....	11,521
	13,023
Number of girls attending district school.....	10,528
Number of girls attending private school.....	598
Number of girls attending no school.....	1,897
	13,023
Number of white girls	12,968
Number of colored girls	55
	13,023

ENUMERATION BY PRECINCTS

First Precinct	9,839	Gain of	979
Second Precinct	6,468	Gain of	12
Third Precinct	4,068	Gain of	66
Fourth Precinct	3,057	Gain of	43
Fifth Precinct	2,188	Gain of	28
	25,620	Gain over last year of....	1,128



EAST SIDE HIGH SCHOOL

President' Report

To the Board of Education of Salt Lake City:

In compliance with the provisions of the Statute the annual reports of the Clerk, Superintendent, Treasurer and your several Committees are herewith presented. These reports speak clearly and forcibly for themselves,—and without any attempted analysis thereof on my part, I commend them to your very careful study. You and the people whom you represent are justified in the pride which you and they have in the public schools of Salt Lake City.

Necessarily, however, the reports for any one year being limited almost entirely to a resume of the activities of the schools for that one year and to an outline of the pressing immediate needs of the schools, do not and cannot furnish all the data concerning the school system which Board members would like to have, and which ought to be available to them. For my own information I have taken the trouble to make a cursory examination of the several annual reports that are already in print. Each is detached from all the others, and each is more or less a repetition of those that went before. Our schools have been growing at a very rapid rate; and merely adding another line each year to a series of tabulations and adding the totals,—while, of course, a very necessary thing to do,—does not tell whether the growth of the schools is being made in the right direction, or whether the people's money is being expended in the very best way, or whether the Board is getting the most possible for what money it does expend.

In my limited service as a member of the Board I have found myself from time to time at a loss for accurate data upon which to base my vote on questions that the Board is required to decide. Nor have I been able to find any source to which I could turn for such data. Take for instance the selection of a site for a new school building. Many considerations must enter into such a selection, but all of them are properly the question of scientific analysis. A selection based upon general statements and arguments pro and con, though made conscientiously, is unscientific, haphazard and really unbusinesslike. A telephone company would not locate a branch exchange after that fashion. As it is with the question as to the location of a school building, so is it with some of the questions as to the methods of development of the children, some of the questions as to the disbursements of public money and the innumerable other questions that come before the Board. Are we laying proper stress upon the subjects that will best develop and equip the boys and girls? Are our building expense, teaching expense, maintenance expense and general overhead expense in the proper proportion and in keeping each with the others? Are our buildings equipped as they should be? Are we supervised enough, or are we over-supervised? Have we any school fads, which take away from the vitality and virility of school instruction? Is our growth on the whole well-balanced, or have we grown in certain directions at an unwarranted cost to other development? What lies back of the intolerable situation which arises out of the fact that with every school building already crowded we have an annual increase of over sixteen hundred in enrollment and have available funds with which to adequately provide school facilities for only an additional seven hundred? How is this situation to be relieved?

It would seem to be well worth while to gather together and have available the data from which to answer these and kindred questions. I therefore recommend that steps be taken at an early date to have a comprehensive and scientific survey made of the entire school system of Salt Lake City, such,

for instance, as that made of the public school system of Portland, Oregon, in 1913. The expense would be fully justified, in my judgment, by the results of the survey.

It will be clearly understood, I am sure, that in making this recommendation I am not making any criticism of any person whomsoever connected with our schools, but am making it solely and wholly in the interest of enabling us all to work more intelligently and with more enlightenment on the problems that confront us, for the best interests of the schools.

Very respectfully yours,

W. J. BARRETTE,

President.

INVENTORY OF SUPPLIES ON HAND FOR USE IN NEXT SCHOOL YEAR.

Manual Training Equipment	\$ 538.24
Physical Education Supplies	133.36
Sewing Supplies	212.65
School Supplies	2,837.45
Kindergarten Supplies	488.50
Art Supplies	1,308.65
Manual Training Supplies	513.12
	<hr/>
Janitor Supplies	\$6,031.97
	<hr/>
Total	1,017.03
	<hr/>
	\$7,049.00

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PUBLIC SCHOOL TEACHERS' RETIREMENT COMMISSION FROM ITS ORGANIZATION UP TO SEPTEMBER 1, 1914.

Receipts.

1908-09	\$ 4,053.69
1909-10	4,738.92
1910-11	5,530.23
1911-12	6,289.87
1912-13	6,620.18
1913-14	6,515.65
Interest on bonds purchased.....	3,183.76
	<hr/>
Disbursements to pensioners	\$36,932.30
Refunded	\$ 5,299.52
Invested in bonds	351.74
Paid interest on overdrafts	28,578.45
Balance on hand September 1, 1914	6.00
	<hr/>
	\$2,696.59
	<hr/>
Balance on hand uninvested, September 1, 1914.....	\$36,932.30
	<hr/>
	\$ 2,696.59

Bonds Purchased for Investment.

May 26, 1910—5,000 City of Wellsville, 5%.....	\$ 5,000.00
March 9, 1910—2,500 School Bonds, District No. 3, accrued interest and premium, Emery County, 6%.....	2,644.98
July 3, 1911—Hyde Park, Utah, 5%.....	3,166.09
August 10, 1911—Granite School District, 4½%.....	953.90
October 28, 1912—Huntington, Utah, City Bonds and accrued interest 5%, \$13.48.....	3,513.48
April 30, 1913—School District 1, Uintah County, 6%.....	1,400.00
School District 15, Uintah County, 6%.....	2,800.00
School District 10, Uintah County, 6%.....	4,000.00
City Bonds, Fountain Green, Utah, 6%	5,100.00
	<hr/>

Total Investment

\$28,578.45

Annual interest on bonds purchased.....

\$ 1,560.00

Respectfully submitted,

L. P. JUDD, Secretary.

Clerk's Annual Report

Salt Lake City, Utah, August 1, 1914.

To the Honorable Board of Education,

Salt Lake City, Utah.

Gentlemen: In accordance with Section 1910, Chapter 17, School Law, I submit my annual report (being the twenty-fourth annual report) of the receipts and expenditures of the Board of Education, Salt Lake City, and the condition of the various funds for the school year ending June 30th, 1914.

I submit the following brief statement of five, ten and twenty years ago to compare with the present:

	1894	1904	1909	1914
School Census.	11,941	16,849	21,017	25,473
Enrollment of Pupils . . .	10,092	13,742	16,774	21,920
Number of Schools . . .	20	26	28	35
No. Teachers				
Employed .	190	341	466	613
Total Assessed Valuation .	\$43,875,709.00	\$38,924,577.00	\$52,238,765.00	\$68,107,486.00
Value School Property .		1,217,049.29	1,746,433.29	3,166,547.82
Total Expendi- tures all purposes ..	382,437.01	435,967.13	769,526.96	1,302,763.71
Total Teachers' Salaries ..	134,722.35	222,567.24	353,805.27	569,058.82

CLERK'S ANNUAL REPORT OF THE

Total Janitors'				
Salaries ..	11,395.08	20,996.55	32,328.50	43,059.81
Total Books and School Sup.	6,559.56	8,992.18	30,244.94	51,803.52
No. of Checks Issued . . .	3,625	5,163	6,883	9,172
Renewals and Repairs to Buildings . . .	\$ 9,168.32	\$ 19,725.73	\$ 51,266.69	\$ 46,198.07
Building Fund Improvement . . .	143,918.92	60,269.84	199,903.22	241,719.21

One year ago the Board of Education consolidated the purchasing of supplies of all kinds in the hands of the Clerk. It was the consensus of opinion of the members of the Board that it was unnecessary to create a new position thereby adding to the already established machinery for carrying on the business of the Board. The statements and tables following will show that a saving has been made as was expected.

The total expenditures of the operating account exclusive of

Building Fund	\$241,719.21
Furniture and Apparatus	7,249.97
Interest on Bonds	63,726.67
Bonds Paid	220,000.00
	<hr/>
	\$532,695.85

were \$770,469.38. High School, \$126,656.64, or an average of \$83.06 per pupil for the 1,524.8 average number belonging. Grade schools, \$643,812.74, or an average of \$38.38 per pupil for the 16,773.2 average number belonging.

	High. 1912-13	Grades. 1913-14	1912-13	1913-14
The cost per pupil for all purposes except building and sites, bond and interest, furniture and fixtures.....	\$79.74	\$83.06	\$39.35	\$38.38
The cost per pupil for all purposes as above, also deduct teachers' salary.	22.08	21.76	10.17	10.03
The cost per pupil for all purposes as above, also deduct renewals and repairs	16.70	18.08	8.23	7.76

Your attention is also called to the decrease in costs per pupil this year over last, on:

	High.	Grades
Coal and Gas	\$.50	.16
School Supplies .....	.94	.237
Janitor Supplies .....		.058
General Expense, High and Grades		.107
Clerk's Office and Storehouse.....		.0066
Bookbinding .....		.054

A comparison of prices on forty-seven different articles used extensively in the school system shows an average saving of 20.7 per cent.

The savings made this year are in excess of \$10,000.00.

During the school year 1912-1913 the Board purchased 4,931 tons of coal of all kinds at an average price of \$3.40 per ton, or a total expenditure of \$16,076.99.

During the school year prior to December 15, 1914, the Board purchased 1,216 tons at an average price of \$3.45 per ton, or a total of \$4,197.57. Coal purchased since December 15th, on contract, 3,117 tons of all kinds at an average price of \$3.11½ per ton, a total of \$9,711.85 or a total for the 1913-1914 school year of 4,333 tons for \$13,909.42.

Coal purchased on contract, under certain specifications wherein a bonus is given when coal tests better than specifications call for, or a deduction is made when tests fall below requirements, affords better protection to the Board.

These statements and figures have been verified by the assistant auditor, Mr. Haynes.

Although the apportionment of school supplies has been slightly increased per pupil over last year, and the Forest School added, you will notice the cost per pupil is nearly \$1.00 less than last year in the grades; fourteen cents per pupil less than last year, taking out teachers' salaries and including increase in supplies; and forty-seven cents per pupil less than last year, taking out teachers' salaries and renewals and repairs.

For twenty years the cost per pupil has been steadily increasing and if the special efforts put forth this year have stayed that advance, and in fact reduced the cost per pupil, there is no doubt that much more could be accomplished by continuing the efforts for a more efficient and economical administration of our school system.

A greater saving can be made if the purchases can be authorized at regular times and in larger quantities, rather than to purchase for each department separately. I would urge the standardization of material and supplies for all departments, and the purchase of the same in bulk, and that purchases be authorized as early in the year as possible. The great amount the Board buys entitles it to the best wholesale price on all supplies, and all manufacturers, material men and dealers agree with this statement, "Quantity brings the price."

The table following, headed "Per Capita Costs, Salt Lake City Schools," will show the cost per pupil in all departments for this year and last, most of which will show a decrease over last year. These tables are worthy of close inspection.

The receipts from all sources were \$1,319,162.97. Included in this amount was \$339,854.50 from the sale of bonds, \$200,000 of which were for completion of the East High School and furnishing the same, and the purchase of sites and building a new grade building; \$220,000 worth of bonds issued in 1893 were paid off; \$76,869.65 being taken from the sinking fund and \$155,000 refunded, due in 20 years at four and one-half per cent interest instead of 5 per cent on the old issue.

Additional sites have been purchased at the Riverside, Washington and Bonneville Schools for playgrounds and one on Thirteenth East and Seventh South and one on Fifteenth East, north of Twelfth South; also one on Seventeenth East near Tenth South, for new buildings.

TABLE SHOWING AVERAGE NUMBER OF PUPILS BELONGING IN EACH BUILDING, TOGETHER WITH THE NUMBER OF TEACHERS EMPLOYED, INCLUDING PRINCIPAL, AND THE AVERAGE NUMBER OF PUPILS FOR EACH TEACHER; THE COST PER PUPIL FOR TEACHERS' SALARIES, SCHOOL SUPPLIES, JANITORS' SUPPLIES, JANITORS' SALARIES, FUEL, RENEWALS AND REPAIRS; ALSO, THE AVERAGE PER CAPITA COSTS FOR ALL GRADE SCHOOLS, AND THE TOTAL COST PER PUPIL FOR THE YEAR FOR ALL PURPOSES, EXCLUSIVE OF BUILDINGS AND SITES, FURNITURE AND APPARATUS, INTEREST ON BONDS AND BONDS PAID. (TOTAL COSTS INCLUDE ITEMS LISTED AND OTHER ITEMS OF OVERHEAD COSTS NOT LISTED, SUCH AS INSURANCE AND WATER, LEGAL EXPENSE, TOWELS, GENERAL EXPENSE, PRINTING, ETC.)

	Number Pupils		Number Teachers Incl. Princ.		Av. No. Pupils per Teacher.		Teachers' Salary per Pupil.		School Supplies per Pupil.		Janitors' Supplies per Pupil.		Janitors' Salary per Pupil.		Fuel per Pupil.		Renewals and Re- pairs per Pupil.		Cost per Pupil.				
	1912-13		1913-14		1912-13		1913-14		1912-13		1913-14		1912-13		1913-14		1912-13		1913-14				
	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14			
Bonneville	85	94.8	3	4	28.3	23.7	\$37.66	\$40.12	\$1.81	\$1.40	.38	.12	\$6.35	\$5.69	\$1.46	\$1.33	\$3.17	\$3.34	\$54.38	\$57.02			
Bryant	325.8	373.7	12	12	27.5	31.1	41.29	36.67	1.81	1.68	.39	.124	3.41	2.97	1.05	.81	2.85	1.23	54.51	48.92			
Emerson	1065	1062.3	31	33	34.3	32.2	26.80	28.20	1.13	1.03	.15	.129	1.35	1.37	.76	.66	1.13	1.88	34.47	37.45			
Ensign	330.6	378.5	11	13	30	29.1	27.46	28.62	2.01	.62	.27	.105	2.18	2.53	1.04	.70	3.73	.51	39.89	37.30			
Forest	551.3	.	16	..	34.5	..	22.00	..	1.07	..	.118	..	1.77	..	.49	..	1.83	..	31.41	..			
Franklin	589.9	618	19	19	31	32.5	29.90	28.50	1.13	.74	.23	.146	2.13	2.04	.75	.57	1.31	2.01	38.78	38.29			
Fremont	293.1	352.2	10	11	29.3	32.2	34.43	30.84	.95	1.04	.25	.126	3.31	2.89	.92	.51	2.62	3.29	46.14	42.93			
Grant	795.1	816.7	24	24	33	34	27.34	26.03	.79	.75	.16	.115	1.66	1.68	.94	.82	1.64	1.24	35.84	34.82			
Hamilton	743.6	748.7	21	22	35	34	26.37	27.34	.74	.54	.15	.12	1.70	1.68	.73	.67	1.23	2.22	34.53	37.15			
Hawthorne	533.5	531.6	17	17	31	31.3	27.08	28.32	1.38	1.44	.25	.093	2.43	2.44	1.09	.96	2.04	2.31	39.32	39.42			
Irving	307.2	301.2	11	11	28	27.4	34.83	33.13	1.38	.77	.29	.168	2.71	2.97	.97	.90	3.05	1.45	46.55	47.15			
Jackson	806.8	900.8	25	26	32.2	34.6	26.30	25.07	.96	.85	.15	.124	1.71	1.63	.77	.80	1.89	2.59	35.08	35.80			
Jefferson	760.4	767.2	23	24	33.5	32	27.52	28.35	1.25	.98	.21	.172	1.81	1.80	1.21	.90	1.89	3.70	37.13	40.37			
Jordan*.	46.5	.	2	..	23	..	48.75	..	3.40	..	.50	..	6.45	..	1.90	..	6.87	..	70.42	..			
Lafayette	897.4	913	26	27	34.5	33.8	26.93	26.92	1.34	.78	.22	.095	2.08	2.10	.83	.62	1.78	1.52	36.47	36.50			
Lincoln	457.7	439.2	15	16	30.5	27.4	29.41	31.18	1.19	1.29	.26	.19	2.14	2.46	1.16	.70	1.76	2.28	39.92	42.64			
Longfellow	455.7	491.9	15	16	30.3	30.7	30.01	30.04	1.16	.55	.20	.19	2.63	2.44	.77	.70	1.56	1.22	39.78	39.44			
Lowell	593.8	616.8	19	18	31.2	34.3	31.15	27.49	1.20	.73	.23	.157	2.42	2.33	.84	.70	1.92	3.88	41.18	39.95			
Onequa*.	479.4	508.5	17	17	28.2	29.9	32.69	30.71	1.10	.96	.29	.207	2.25	2.71	.97	.94	2.00	4.56	42.64	43.59			
Oquirrh	729.2	790.8	21	23	34.7	34.4	27.79	27.25	1.09	.73	.22	.14	1.97	1.82	.75	.60	1.31	1.45	36.73	36.50			
Poplar Grove†	400.4	425.9	14	14	28.6	30.4	31.33	30.04	1.10	.69	.22	.143	2.94	2.66	.694	.47	1.57	.93	41.45	38.48			
Riverside	802.1	805.8	23	22	34.9	36.6	26.31	25.56	.97	.73	.17	.324	1.87	1.86	.90	.70	1.07	.84	34.56	34.47			
Summer	737.8	777.5	23	24	32	32.4	28.16	26.63	1.16	.71	.19	.123	1.87	1.77	.85	.70	1.17	1.56	36.51	35.90			
Training	335.6	382.2	11	11	30.5	34.8	24.82	33.73	.71	.49	.17	.246	1.73	2.40	.60	.86	2.06	2.02	33.19	44.03			
Twelfth	80.1	88.2	6	6	13.3	14.7	71.59	70.03	3.77	1.53	.30	.433	6.61	8.16	1.41	1.39	20.38	1.93	115.98	95.81			
Wasatch	720	723.1	24	22	30	32.9	31.06	28.03	1.02	1.01	.23	.242	2.33	2.47	.90	.74	2.62	2.00	41.65	38.90			
Washington	830.3	822.9	25	24	33.2	34.3	28.13	27.20	.93	.77	.21	.115	1.13	1.74	.67	.54	1.22	4.56	36.37	39.42			
Webster	858.6	843.7	25	25	34.3	33.7	27.62	26.05	.80	.62	.16	.184	1.51	1.60	.81	.70	1.65	2.09	35.69	35.40			
Whittier	502	646.7	17	19	29.5	34	31.79	27.79	1.66	1.02	.22	.071	2.64	2.04	1.12	.67	2.97	1.22	43.67	37.02			
High School	1394.7	1524.8	68	84	20.5	18.2	57.65	60.32	2.84	1.90	.54	.66	5.14	5.03	2.22	1.72	5.40	1.83	184.74	184.18			
16,957.3		18,298.0	Av. C'ts Grades		30.4	31.5	31.95	30.42	1.35	.91	.239	.161	2.62	2.50	.96	.755	2.80	2.13	43.60	41.64			
*Jordan Included with Onequa.																							
†Lake Breeze Included with Poplar Grove.																							
‡Less amount paid for H. S. books sold pupils at cost.																							
80.68																							
78.48																							

*Jordan Included with Onequa.

†Lake Breeze Included with Poplar Grove.

‡Less amount paid for H. S. books sold pupils at cost.

PER CAPITA COSTS, SALT LAKE CITY SCHOOLS.

Based on average number belonging: High School, 1913-1914, 1,524.8; 1912-1913, 1,394.7. Grades, 1913-1914, 16,773.2; 1912-1913, 15,562.6.

SALT LAKE CITY PUBLIC SCHOOLS

The large table following shows the disbursements by schools and departments and the per capita cost for each school.

Receipts and Disbursements of the Board of Education for the School Year Ending June 30, 1914.

RECEIPTS.

Balance on hand July 1, 1913.....	\$109,902.47
State Apportionment	167,770.20
County Apportionment	150,625.80
State High School Tax.....	27,327.86
Supplemental Collection and Tax Sale 1912-13.	22,105.44
City Taxes, 1913, all purposes.....	599,647.36
Interest on High School Building Fund.....	256.15
Interest on Bank Balance	3,078.17
From Sale of Bonds.....	339,854.50
Sale Manual Training Supplies, Grades.....	569.55
Sale School Supplies.....	135.81
Sale Old Material.....	66.25
Sale Second-hand Books	191.16
Sale Packing Cases.....	73.45
Sale Grade Books.....	159.82
Sale High School Books.....	6,217.75
Fines and Lost Books.....	463.15
Broken Glass, Etc.....	72.18
Refunds	238.47
High School Tuition.....	284.00
Garnishments	24.00
Sale Janitor Supplies.....	1.90
 Total	 \$1,429,065.44

DISBURSEMENTS.

Advertising	\$ 367.35
Bookbinder's Pay Roll	2,247.11
Bond Election	565.55
Census	1,555.40
General Expense	4,409.13
Lecture Fund	500.00
Legal Expense	812.50
Medical Service	366.00
Members' Pay Roll	1,000.00
Office Expense	1,218.31
Officers' Pay Roll	18,168.75
Selling High School Books	180.00
Stationery and Office Supplies	2,607.29
Storekeeper	2,386.25
Refund Taxes	312.29
Insurance	914.51
Renewals and Repairs	43,515.81
Scavenger	160.00

SALT LAKE CITY PUBLIC SCHOOLS

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Water Tax	1,607.75
Janitor Supplies	3,490.21
Towels	1,297.13
Janitors' Salaries	43,059.81
Coal	14,152.71
Gas	530.05
Light	1,311.33
Power	1,484.53
Teachers' Salaries	567,194.81
Teachers' Salaries, Summer Playgrounds	800.70
Teachers' Salaries, Night School	1,063.31
Books, Text	31,187.56
Books, Library	392.05
Freight and Drayage on Books	1,795.95
Domestic Science Supplies	1,843.60
Manual Training Supplies	2,445.37
School Supplies	14,138.99
Furniture and Equipment	5,931.00
Furniture and Equipment Domestic Science.	398.36
Furniture and Equipment Manual Training.	920.61

BUILDING FUND.

Bonneville School	\$ 1,600.00
East High School	189,879.23
Ensign School	624.03
Grant School	56.65
Jackson School	1,208.90
Riverside School	10,450.00
Wasatch School	37.90
Sites Unimproved	37,862.50
	<u>241,719.21</u>
Interest on Bonds	\$ 63,726.67
Bonds Paid, Series Three	220,000.00
	<u>\$1,301,777.96</u>
Balance on hand June 30, 1914	127,287.48
Total	<u>\$1,429,065.44</u>

TEACHERS' SALARY FUND.

Received during year:

State Apportionment Fund	\$167,770.20
County Apportionment Fund	150,625.80
High School State Tax	23,327.86
City Tax	199,158.00
From General Maintenance Fund	24,176.96
	<u>\$569,058.82</u>
Disbursements	569,058.82

CLERK'S ANNUAL REPORT OF THE

GENERAL MAINTENANCE FUND.

Balance on hand July 1, 1913	\$ 36,178.49
Receipts for the year.....	208,514.33
	<hr/>
Transferred to Sinking Fund.....	\$ 11,516.50
Disbursements	171,579.80
Transferred to Teachers' Salary Fund.....	24,176.96
	<hr/>
Balance on hand July 1, 1913	\$ 207,273.26
	<hr/>
Balance on hand July 1, 1913	\$ 36,178.49

BUILDING FUND.

Balance on hand July 1, 1913.....	\$ 39,370.83
Receipts from Sale of Bonds.....	194,596.00
Refund	11.00
From City Tax.....	97,000.00
	<hr/>
Interest on Special Account.....	\$330,977.83
	<hr/>
Total Receipts	256,15
	<hr/>

Disbursements on the following schools:

Bonneville School	\$ 1,600.00
East High School	189,879.23
Ensign School	624.03
Grant School	56.65
Jackson School	1,208.90
Riverside School	10,450.00
Wasatch School	37.90
Building Sites Unimproved	37,862.50
	<hr/>
Balance on hand June 30, 1914.....	241,719.21
	<hr/>

89,514.77

INTEREST ON BONDS.

Receipts from Taxes	\$ 61,951.67
Receipts Accrued Interest on Bonds Sold.....	1,775.00
	<hr/>
Disbursements	\$63,726.67
	<hr/>

63,726.67

SINKING FUND.

Balance on hand July 1, 1913.....	\$ 34,353.15
Received from Sale Bonds.....	143,483.50
Transferred from General Maintenance Fund.....	11,516.50
From City Tax.....	31,000.00
	<hr/>
Paid Bonds, Series Three.....	\$220,353.15
	<hr/>
Balance on hand June 30, 1914.....	220,000.00
	<hr/>
	\$ 353.15

SALT LAKE CITY PUBLIC SCHOOLS

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BALANCE ON HAND JUNE 30, 1914.

General Maintenance Fund.....	\$ 37,419.56
Building Fund	89,514.77
Sinking Fund	353.15
	\$127,287.48

This amount, plus warrants outstanding, agrees with the Treasurer's balance.

OUTSTANDING WARRANTS, JULY 1, 1914.

1117—James L. Chesebro	\$ 600.00
1265—Witbeck's Dairy	1.00
1286—L. W. Clement	353.35
1290—W. W. Decker	8.00
1298—Legal Printing Company	21.00
1300—W. J. McCoy	5.00
1301—Medart Mfg. Company	4,584.24
1310—Salt Lake Tribune	24.50
1313—Unifile Mfg. Company	16.86
1319—Witbeck's Dairy	1.30
1322—Encyclopedia Britannica	137.75
1323—University of Utah	1,224.86
1324—Ensign Abstract Company	4.50
Pay Roll Checks—	
6539—Reilly, Evelyn	1.25
6781—Williams, Minnie	3.22
7458—Christensen, A. E.	102.96
7459—Christensen, C.	79.20
7474—Wareing, Norma	53.46
7476—Williams, M.	32.18
7840—Anderson, Edna	3.50
7943—Eaton, Geo. A.	358.80
7976—Hesselberg, Tillie	83.50
8008—Sutton, Addielee	29.45
8025—Benz, Louise	100.98
8049—Holland, Emma	99.00
8090—Sorensen, M.	74.25
8123—Woods, Mary	59.40
8147—Stearns, H. J.	208.80
8175—Gamette, Ruby	92.95
8224—Alexander, Martha	102.00
8226—Barker, Lucile	47.52
8227—Brain, Myrtle	79.20
8246—Coombs, J. H.	228.80
8271—Reilly, Evelyn	228.80
8302—Bradford, Wm.	228.80
8317—Stayner, Eugenia	47.52
8338—Alexander, M. G.	102.00
8339—Anderson, L.	69.30
8352—Pratt, A. N.	102.00
8374—Coombs, D. R.	213.80
8383—Hunter, E.	102.32

8386—Odell, Rosabell	79.20
8418—Gibbs, Geo. Snow	153.80
8445—Alt, Florence	64.35
8466—Wood, J. L.	59.40
8470—Burton, T.	46.34
8476—Fitzsimmons, Ida	99.00
8491—Stookey, Alta	37.13
8511—Wilson, K.	47.47
8530—Qualtrough, L. M.	228.80
8536—Clawson, E.	8.80
8538—Ferguson, A.	22.75
8567—Bascom, F. S.	25.00
8568—Bailey, L. M.	25.00
8569—Barrette, W. J.	25.00
8570—Bradford, R. H.	25.00
8573—Moyle, O. W.	25.00
8583—Osborne, R.	80.00
8586—Stringfellow, Lucile	65.00
8587—Taylor, R. B. T.	140.00
8589—Pore, C. A.	1.50
8590—Whitney, S. A., Treas.	1.20
8628—Broman, Pauline	30.00
 Total	\$11,215.96

BONDS OUTSTANDING, JUNE 30, 1914.

No. of Bonds	Series	Denom-ination	Amount	Date of Bonds	When Payable	Total Annual Interest
250	Series 4	\$1,000.00	\$ 250,000	—July 1, 1908,	July 1, 1928—	
				Rate of Interest	Where Interest and Principal Are Payable	
				4%, N. W. Halsey & Co., Chi- cago, Ill.		\$10,000
662	Series 5	\$1,000.00	\$ 662,000	—July 1, 1910,	July 1, 1930—	
				4%, National City Bank of New York City, or McCornick & Co., Salt Lake City.....		26,480
325	Series 6	\$1,000.00	\$ 325,000	—Feb. 1, 1912, Feb. 1, 1932—		
				4½%, National City Bank of New York, New York City, N. Y.		14,625
355	Series 8	\$1,000.00	\$ 355,000	—Aug. 1, 1913, Aug. 1, 1933—		
9				4½%, National City Bank of New York, New York City, N. Y.		15,975
30		\$1,000.00	\$ 30,000	—Granite District assumed by this District		1,460
 1622			\$1,622,000			\$68,540

ES BY SCHOOLS AND DE

COUNTY OF SALT LAKE, } ss.
STATE OF UTAH. }

L. P. Judd, being duly sworn, deposes and says that he is the Clerk of the Board of Education of Salt Lake City; that he prepared the above and foregoing statement, and that the same contains a full, true and correct report of the receipts and disbursements of all moneys by said Board during the school year ending, June 30, 1914.

He further says that there is a balance on hand in the Sinking Fund uninvested of \$353.15.

Subscribed and sworn to before me this 11th day of August, 1914.

L. P. PALMER,
County Clerk, Salt Lake County, Utah.

By J. U. ELDREDGE,
(SEAL) Deputy.

CLERK'S ANNUAL REPORT OF THE

STATEMENT OF COAL, SALT LAKE CITY SCHOOLS.

Number Consumed lbs.	SCHOOLS	Plant and how heated	1913-1914.		TOTAL	
			Sack	Lump	1913-14	1912-13
42,700	Bonneville	Furnace, indirect radiation	17,925	\$ 126.33	\$ 124.36	
168,400	Bryant	Direct and indirect radiation	278.36		316.77	
48,000	Emerson	Direct and indirect radiation	671.62		786.51	
212,000	Ensign	Indirect radiation	265.35		344.53	
Not in city	Forest	Direct and indirect radiation	176,225		266.43	
	Franklin	Direct and indirect radiation	177,200		343.21	
	Freemont	Direct and indirect radiation	209,800	\$ 8,600	427.21	
	Grant	Direct and indirect radiation	119,625		181.55	
	Hamilton	Direct and indirect radiation	43,7460		269.57	
329,300	Hawthorne	Direct and Plenum method	328,750		669.59	
279,400	Irving	Direct and indirect radiation	293,400		500.83	
104,200	Jackson	Furnace, direct radiation	99,150		444.52	
253,530	Jefferson	Direct and Plenum method	*264,725		275.87	
532,600	Jordan	Direct and indirect radiation	447,015		713.19	
3,800	Lafayette	Furnace, indirect radiation	24,000		680.10	
457,645	Lake Breeze	Direct and indirect radiation	359,800		891.48	
14,000	Lincoln	Stoves	500		881.55	
308,150	Longfellow	Direct and Plenum method	193,525		727.48	
182,100	Lowell	Direct and indirect radiation	135,975		404.05	
287,425	Onequa	Direct and Plenum method	282,025		507.59	
28,400	Oquirrh	Direct and indirect radiation	271,450		353.20	
322,150	Poplar Grove	Direct and Plenum method	314,685	2,000	436.47	
146,300	Riverside	Direct and indirect radiation	125,240		473.02	
412,000	Summer	Direct and indirect radiation	371,150	2,000	410.58	
39,700	Science Building	Direct and Plenum method	360,925		462.21	
273,110	Technical High School	Direct and Plenum method	164,025		546.43	
448,900	Twelth	Stoves and Plenum method	379,815	+400	482.88	
39,375	Wasatch	Stoves and Plenum method	42,675		190.12	
386,225	Washington	Direct and Plenum method	344,325		237.78	
334,625	Weaster	Direct and indirect radiation	286,860		543.48	
454,100	Whittier	Direct and indirect (vac. sys.)	356,475		644.50	
298,700	(Union Building (H. S. Main Bldg.)	Direct and indirect radiation	297,200		609.29	
1,012,600	Total	Direct and indirect radiation	1,900		343.06	
					811.93	
					628.59	
					122.73	
					113.21	
					627.26	
					520.99	
					437.15	
					581.72	
					421.70	
					552.34	
					17.55)	
					1,525.31	
					1,745.91	
					\$ 16,079.67	

†Blacksmith.

*Nut.

NUMBER OF TEACHERS EMPLOYED AND MONTHLY SALARIES PAID, 1913-1914.

Accountant's Report

The books and accounts have been audited by J. B. Scholefield, chartered accountant, under the direction of the Committee on Finance.

Mr. Scholefield submits the following statement of Receipts, Payments and Balance sheet:

BOARD OF EDUCATION—SALT LAKE CITY, UTAH. RECEIPTS AND PAYMENTS FOR YEAR ENDING JUNE 30TH, 1914.

RECEIPTS.

On Revenue Account.

Taxes	\$ 840,413.63
Less Refund	312.29
	<hr/>
	\$ 840,101.34
Sale of Books	7,037.49
Tuition	284.00
Sales of Supplies—	
School	\$ 67.72
Manual Training	569.55
Janitors	1.90
Domestic Science	6.60
	<hr/>
	\$ 645.77
 Damage to Property	116.43
Garnishment, Fees, Etc.	82.30
Interest on Balances	1,874.05
Accrued Interest on Bonds Sold	400.00
Miscellaneous	6.50
	<hr/>
 Total Revenue Receipts	\$ 850,547.88

On Capital Account.

Taxes Building Fund	\$ 97,000.00
Taxes Sinking Fund	31,000.00
Net Proceeds, Sale of Bonds	339,454.50
Interest on Bank Balances	267.15
Sales from Buildings	267.15
Sales of Furniture and Equipment	264.00
	<hr/>
	\$ 468,252.80
 Total Receipts	\$1,318,800.68
Balance in Bank June 30th, 1913	\$ 109,902.47

ACCOUNTANT'S REPORT OF THE

		Excess R'pts	Excess Pay'ts
		Over Pay'ts	Over Receipts
Receipts—Revenue	\$ 850,547.88		
Payments—Revenue	832,446.49		
		\$ 18,101.39	
Receipts—Capital	\$ 468,252.80		
Payments—Capital	468,969.18		
			\$ 716.38
Total for Year.....		\$ 17,385.01	
Balance in Bank June 30th, 1914.....	\$ 127,287.48		
Balance in Bank June 30th, 1913.....	109,902.47		
Gain for Year		\$ 17,385.01	
			\$1,428,703.15

PAYMENTS.

On Revenue Account.

Teachers' Salaries	\$ 569,058.82
Janitors' Payroll	43,059.81
Bookbinder's Payroll	2,247.11
Storekeeper's Salary	2,386.25
Officers' Payroll	18,168.75
Members' Payroll	1,000.00
Repairs and Renewals	43,515.81
Books	31,187.56
School Supplies	14,138.99
Coal	14,152.71
Janitors' Supplies	3,490.21
Manual Training Supplies	2,445.37
Domestic Science Supplies	1,843.60
Stationery and Office Supplies	2,607.29
Towel Supply	1,795.95
Drayage and Freight	530.05
Water	1,607.75
Electric Light	1,311.33
Power	1,484.53
Scavenger	160.00
Office Expense	1,218.31
Library Books	392.05
General Expense	4,409.13
Census Enumeration	1,555.40
Bond Election Expense	565.55
Lecture Fees	450.00
Legal Fees	812.50
Medical Fees	366.00
Advertising	367.35
Insurance	914.51
Selling High School Books	180.00
Total Revenue Expense	\$ 768,719.82
Bond Interest	63,726.67
Total Revenue Charges	\$ 832,446.49

On Capital Account.

Bond Redemption	\$ 220,000.00
-----------------------	---------------

Property—

Real Estate (Inc. \$1,600 Bonneville).....	39,462.50
East Side High School	189,831.73
Ensign School	624.03
Grant School	56.65
Jackson School	1,208.90
Riverside School	10,450.00
Wasatch School	37.90
Domestic Science Equipment	398.36
Furniture Equipment	5,931.00
Manual Training Equipment	920.61
Soap Containers (East High School).....	47.50
	—————
	\$ 468,969.18
Balance in Bank June 30th, 1914.....	127,287.48
	—————
	\$1,428,703.15

THE BOARD OF EDUCATION, SALT LAKE CITY, UTAH.

BALANCE SHEET, PER BOOKS, JUNE 30, 1914.

ASSETS.

Cash in Hands of Treasurer	\$ 127,287.48
Building and Grounds	2,003,899.25
Unimproved Real Estate	39,397.50
Furniture and Equipment	123,250.61
City Sewer Extension	3,204.81
	—————
	\$3,297,039.65

LIABILITIES.

Bonds Payable	\$1,622,000.00
Building Fund	89,514.77
Sinking Fund	353.15
Invested Revenue	\$1,547,752.17
General Maintenance Fund..	37,419.56
	—————
	\$1,585,171.73
	—————
	\$3,297,039.65

Treasurer's Report

Salt Lake City, Utah, July 1, 1914.

To the President and Members,
Board of Education,
City.

Gentlemen: Herewith I submit my annual report as treasurer of the Salt Lake City School District for the year ending June 30, 1914:

S. A. WHITNEY,
Treasurer.

RECEIPTS.

1913		
July	1—Balance on hand this date	\$ 57,151.25
Aug.	1—Proceeds, Sale of Bonds to R. M. Grant & Co..	143,483.50
	7—L. P. Judd, Clerk: Fines and Lost Books	232.35
	Broken Glass	20.70
	Refund Voucher No. 10,555.....	12.01
	Refund Voucher Lecture Fund	50.00
	Sale Old Material	9.50
	Sale Grade Books	28.17
Sept.	10—Transfer of entire balances in "Special Account" with McCornick & Co., Bankers.....	57,637.89
	12—Collection—Hall & McCreary.....	191.16
	18—L. P. Judd, Clerk: Sale High School Books	3,742.85
Oct.	4—F. C. Bassett, County Treasurer, Supplemental Tax Collections for 1911 and 1912.....	5,611.64
	6—F. C. Bassett, account 1913 Taxes	13,752.91
	17—L. P. Judd, Clerk	157.83
	30—Collection, Wm. R. Compton Co., St. Louis, pro- ceeds sale of \$50,000.00 bonds.....	48,310.50
Nov.	3—L. P. Judd, Clerk, Sale of High School Books.	500.40
	8—F. C. Bassett, County Treasurer, account 1913 Taxes .. .	30,000.00
Dec.	4—F. C. Bassett, County Treasurer, account 1913 Taxes .. .	330,000.00
	23—L. P. Judd, Clerk, account Sale High School Books .. .	354.30

SALT LAKE CITY PUBLIC SCHOOLS

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	Books and School Supplies, Renewals and Repairs, Janitors' Salaries and Furniture and Equipment	152.76
16—	Collection, Wm. R. Compton Co., proceeds Sale of \$50,000.00 Bonds	\$48,610.50
13—	F. C. Bassett, County Treasurer, account Tax Sale Redemptions	8,031.46
1914		
Jan.	5—F. C. Bassett, County Treasurer, account 1913 Taxes	150,000.00
	19— Account State School Apportionment	23,267.40
	Account State School Apportionment	98,212.92
	26— County School Apportionment	114,377.64
	Refund Check charged in error in December	16.80
Feb.	10—F. C. Bassett, County Treasurer	30,000.00
	18—L. P. Judd, Clerk, Sale of High School Books.	1,196.20
	25—F. C. Bassett, County Treasurer, balance 1913 Taxes	45,894.45
	Interest received from County Treasurer on School Funds held back by him	936.97
	26—F. C. Bassett, County Treasurer, account Supplemental Tax Collections	87.63
	27— Partial payment on \$100,000.00 Bonds sold to Harris Trust & Savings Bank, Chicago...	5,000.00
	L. P. Judd, Clerk:	
	High School Tuition	116.00
	Sale Grade Books	43.10
	Sale School Supplies	2.21
	Fines and Lost Books	2.05
	Sale Old Material	25.00
	Broken Glass	5.20
	Sale Janitor Supplies	1.90
	Garnishment Fee	2.00
March	3—Balance purchase price of \$100,000.00 Bonds sold to Harris Trust & Savings Bank, Chicago	94,050.00
	Accrued interest on same, February 1 to March 3, 1914	400.00
	31—Interest on Daily Balances:	
	January	121.54
	February	437.39
	March	492.25
Apr.	20—State School Apportionment	29,390.40
	State School Apportionment	16,899.48
	30—Interest on Balances, April	444.04
May	31—Interest on Balances, May	386.22
June	5—F. C. Bassett, County Treasurer, account Tax Sale Redemptions	8,374.71

TREASURER'S REPORT OF THE

	18—L. P. Judd, Clerk:	
	High School Tuition	84.00
	Sale Grade Books	22.95
	Sale School Supplies	2.20
	Fines and Lost Books	202.17
	Sale Typewriters	100.00
	Sale Domestic Science Supplies	6.60
	Refund on Vr. for Cadet Equipment.....	142.00
	Sale Manual Training Supplies	534.55
	Garnishment Fees	20.00
	Sale Books account Night School	65.50
	Broken Glass	27.38
	Damage to Desks	3.65
	Sale High School Books	424.00
June	29—Account County School Apportionment	36,248.16
	30—Account State High School Fund	27,327.86
	Interest on Balances, June	259.76
		<hr/>
		\$1,433,695.96

DISBURSEMENTS.

1913

July	31—Paid Clerks' Warrants	\$ 56,286.22
Aug.	31—Paid Clerk's Warrants	324,104.37
Sept.	30—Paid Clerk's Warrants	76,641.73
Oct.	31—Paid Clerk's Warrants	75,582.72
Nov.	30—Paid Clerk's Warrants	136,152.17
Dec.	31—Paid Clerk's Warrants	122,927.47

1914

Jan.	31—Paid Clerk's Warrants	\$ 87,971.86
Feb.	28—Paid Clerk's Warrants	84,064.32
March	31—Paid Clerk's Warrants	100,923.29
April	30—Paid Clerk's Warrants	12,551.25
May	31—Paid Clerk's Warrants	108,580.18
June	30—Paid Clerk's Warrants	109,406.94
	Balance	138,503.44
		<hr/>

	\$1,433,695.96
July 1, 1914, Balance on hand this date.....	\$ 138,503.44

Respectfully submitted,

S. A. WHITNEY,
Treasurer

COMPARATIVE STATEMENT OF RECEIPTS FROM THE ORGANIZATION OF THE BOARD OF EDUCATION, JULY, 1890, TO JUNE 30, 1914.

School Years Ending.	State School Apportionment.	County School Tax.	City School Tax, Maintenance and Buildings.	Rents.	Books and School Supplies.	Premiums on Bonds Bought.	Interest on Bonds Bought.	School Property Sold.	Sewer Tax Refund.	Furniture Sold.	Tuition Fees.	Old District Funds.	Water Script Certificates.	Sundries.	Inventory of Property, Old School District.	Bills Payable.	Totals.	
June 30, 1891	\$ 39,063.74	\$ 52,163.80	\$ 23,518.79												\$ 203,594.80		\$ 203,594.80	
" 1892	30,460.12	\$ 42,309.16	73,540.32	\$ 26,250.00											133,497.31		133,497.31	
" 1893	74,510.07	15,992.22	35,625.00	\$ 30,000.00											557,686.48		557,686.48	
" 1894	48,473.62	80,096.60	15,937.49	41,250.00	16,500.00										379,985.67		379,985.67	
" 1895	44,778.75	53,734.50	117,937.49	41,250.00	16,500.00										443,019.66		443,019.66	
" 1896	41,131.20	50,261.99	150,210.77	41,250.00	16,500.00										281,978.43		281,978.43	
" 1897	50,542.04	145,269.28	40,250.00	16,100.00	16,000.00										302,722.91		302,722.91	
" 1898	46,515.63	256,488.61	40,250.00	16,100.00	18,000.00	1,785.21									263,635.57		263,635.57	
" 1899	45,672.00	208,537.86	36,900.00	14,760.00	19,350	1,695.30									309,292.36		309,292.36	
" 1900	52,121.16	195,556.52	36,000.00	14,400.00	231.00	1,579.37									301,255.66		301,255.66	
" 1901	55,259.24	207,050.45	35,457.26	14,120.00	30,50	2,010.34									(Note) 320,301.66		320,301.66	
" 1902	58,172.00	231,071.80	35,300.00	14,120.00	8.00	1,716.43									30,000.00	34,021.17	41,946.83	
" 1903	62,942.55	60,116.07	237,668.05	33,900.00	13,560.00	3,288.00											41,946.83	
" 1904	71,941.50	65,939.09	244,613.00	33,250.00	13,300.00	190.00	1,289.65									431,553.31		431,553.31
" 1905	77,673.89	67,804.88	253,573.78	32,600.00	13,300.00	434.00	1,197.11									485,195.26		485,195.26
" 1906	78,395.16	80,765.64	276,858.51	31,675.00	13,300.00	3,358.79									483,313.70		483,313.70	
" 1907	88,776.00	88,036.20	284,813.49	31,250.00	13,000.00	5,053.13									511,160.62		511,160.62	
" 1908	99,189.76	106,261.10	374,483.67	40,750.00	18,000.00	6,109.09	12,062.50								657,197.12		657,197.12	
" 1909	115,633.25	107,207.62	395,112.62	30,550.00	13,000.00	5,442.48	230,062.50								903,470.27		903,470.27	
" 1910	118,535.88	114,269.27	418,108.46	40,125.00	17,500.00	5,776.97									133,65 State H. S.	133,65 State H. S.	171,197.95	
" 1911	137,752.58	127,917.81	452,942.35	65,350.00	31,000.00	6,559.32	676,608.28								162,09 Tax	1,503,365.27	1,503,365.27	
" 1912	143,035.35	133,470.00	488,315.10	65,105.00	30,000.00	8,916.11	327,295.00								217.06 \$ 31,997.90		1,238,805.49	
" 1913	158,517.04	151,208.30	493,334.31	62,105.00	30,000.00	11,162.84	6,609.90								305.15 26,402.90		939,644.44	
" 1914	167,770.20	150,625.80	528,801.13	61,951.67	31,000.00	7,951.02	339,854.50								262.47 27,327.86		1,319,162.97	

COMPARATIVE STATEMENT OF EXPENDITURES FROM THE ORGANIZATION OF THE BOARD OF EDUCATION, JULY, 1890, TO JUNE 30, 1914.

School Years Ending.	Teachers' Salaries.	Janitors' Salaries.	Janitors' Supplies.	Fuel and Light.	Maintenance and Repairs.	Rents.	Books and School Supplies.	Discount on Bonds Sold.	Interest.	Building Sites.	Buildings and Improvements.	Furniture.	Sinking Fund Investment.	Refund Special Tax, 1890.	Old School District Debts.	Old School District Property.	Bills Receivable.	Totals.
June 30, 1891	\$ 66,251.50	\$ 7,189.80	\$ 1,034.23	\$ 2,482.20	\$ 2,317.97	4,833.38	\$ 10,104.78	\$ 15,000.00	\$ 28.87	\$ 59,580.00	\$ 50,570.66	\$ 13,191.93	\$ 1,890.05	\$ 148,600.00	\$ 52,394.80	\$ 2,600.00	\$ 203,594.80	
" 1892	96,554.35	10,371.65	1,465.40	3,054.57	3,388.15	8,481.25	1,701.43	11,661.81	1,967.66	5,000.00	9,912.71	5,701.46	63,432.39	272.25	301,246.83			
" 1893	111,456.85	11,284.52	1,853.50	4,839.40	7,159.99	9,199.20	15,906.55	24,149.32	26,250.00	40,800.00	30,001.68	8,477.33			576,341.05			
" 1894	134,722.35	11,305.08	1,791.69	6,061.36	9,168.32	5,085.95	6,559.56	16,346.41	35,625.00	672.24	143,918.92	6,114.52	65.61		382,437.01			
" 1895	145,835.31	12,743.41	2,040.65	6,970.00	9,577.91	4,438.15	5,073.50	8,029.14	14,370.03	41,285.62	610.21	144.50	490.06			368,731.69		
" 1896	146,000.76	12,231.50	1,232.90	6,096.23	12,097.43	4,333.95	8,313.45	5,373.65	7,920.13	10,785.50	40,250.00	752.88	8,000.00	21,781.35	2,371.02	290,870.54		
" 1897	145,312.52	13,868.93	1,008.36	5,333.95	8,313.45	8,313.45	14,032.04	4,757.40	16,780.04	11,907.45	8,951.24	56,156.67	2,467.95	48,745.71	114.25		271,071.74	
" 1898	151,547.69	13,878.97	1,110.33	5,166.19	14,032.04	4,757.40	16,780.04	11,907.45	8,951.24	12,000.00	25,251.72	3,238.70	19,406.00			367,495.21		
" 1899	161,247.27	13,653.59	1,045.77	5,733.64	9,941.84	3,437.25	10,744.26	11,128.94	36,829.29	315.00	33,158.00	2,950.90	14,593.60			\$ 1,100.00	304,321.27	
" 1900	161,487.87	15,110.55	1,215.29	5,119.85	13,270.87	4,329.25	11,147.15	12,147.21	35,708.33	315.00	33,158.00	2,950.90	14,593.60			309,553.88		
" 1901	188,293.05	16,543.13	1,299.89	8,058.16	20,191.82	4,506.70	10,274.27	14,519.68	35,457.26	299.25	23,656.01	571.05	14,261.80			337,932.07		
" 1902	200,646.90	18,290.71	1,429.22	9,184.40	22,368.57	1,277.88	11,239.54	14,024.98	34,454.15	60,101.97	60,101.97	3,571.75	14,201.80			390,951.87		
" 1903	203,179.17	19,468.81	1,503.82	9,317.65	39,336.93	166.05	30,969.04	16,018.41	33,575.00	50,570.66	50,570.66	2,834.20	13,000.00			15,000.00	435,967.13	
" 1904	222,567.24	20,996.55	1,318.91	11,176.83	19,725.73	210.00	8,992.18	15,557.68	33,150.00	57,014.46	57,014.46	13,523.33			16,000.00	423,392.41		
" 1905	243,729.61	21,123.68	1,643.33	11,985.06	32,055.00	295.50	15,821.31	17,960.16	32,600.00	59,019.98	59,019.98	8,832.97	5,383.20			486,479.80		
" 1906	265,684.62	22,746.04	1,725.29	12,976.93	48,335.71	573.00	21,997.75	16,546.31	31,675.00	63,814.12	63,814.12	5,001.66	21,622.90			482,699.33		
" 1907	285,127.00	22,671.17	2,628.40	11,875.80	37,437.51	1,225.49	21,594.20	16,330.62	31,250.00	68,606.52	68,606.52	793.53	12,696.37			530,236.62		
" 1908	327,755.49	34,184.76	2,376.25	16,151.98	30,228.66	1,925.82	42,631.88	26,223.26	30,750.00	96,427.60	96,427.60	10,339.84	8,336.50			619,045.74		
" 1909	353,805.27	32,328.50	2,771.32	17,266.25	51,266.69	1,305.00	30,244.94	25,637.15	40,550.00	199,903.22	199,903.22	4,639.12	8,336.50			768,526.96		
" 1910	396,053.14	34,146.13	3,528.79	17,231.44	66,402.78	802.50	35,237.29	28,583.73	40,125.00	282.50	8,194.02	34,725.97			844,770.05			
" 1911	462,433.40	36,113.45	4,561.53	18,294.38	58,977.04	525.00	37,425.95	31,973.14	65,350.00	362,990.29	6,040.20	36,822.00	Tax Refund			1,121,506.38		
" 1912	527,831.59	38,127.90	3,881.90	19,466.26	52,607.78	627.50	36,214.96	32,672.49	65,105.00	383,000.00	5,336.28	353,000.00			1,304,645.34			
" 1913	584,376.01	40,412.89	4,050.22	19,644.63	37,814.29	51,803.52	46,498.61	32,848.28	62,105.00	5,445.50	40,459.61	31,110.97			1,191,567.92			
" 1914	569,058.82	43,059.81	4,787.34	17,487.62	43,675.81	51,803.52	36,383.64	63,726.67	2,522.26	241,719.21	7,249.97	220,000.00	312.29			1,301,777.96		

Report of Committee on Finance

Salt Lake City, Utah, October 6, 1914.

TO THE HONORABLE BOARD OF EDUCATION,
Salt Lake City, Utah.

Gentlemen: Your Committee on Finance herewith submits its annual report for the fiscal year ending June 30, 1914.

The financial statement for the year is as follows:

RECEIPTS AND DISBURSEMENTS OF THE BOARD OF EDUCATION FOR THE SCHOOL YEAR ENDING JUNE 30, 1914.

RECEIPTS.

Balance on hand July 1, 1913	\$ 109,902.47
State Apportionment	167,770.20
County Apportionment	150,625.80
State High School Tax	27,327.86
Supplemental Collections and Tax Sale 1912-13	22,105.44
City Taxes, 1913, all purposes	599,647.36
Interest on High School Building Fund	256.15
Interest on Funds	3,078.17
From Sale of Bonds	339,854.50
Sale Manual Training Supplies, Grades	569.55
Sale School Supplies	135.81
Sale Old Material	66.25
Sale Second Hand Books	191.16
Sale Packing Cases	73.46
Sale Grade Books	159.82
Sale High School Books	6,217.75
Fines and Lost Books	463.15

Broken Glass, Etc.	72.18
Refunds	238.47
High School Tuition	284.00
Garnishments	24.00
Sale Janitor Supplies	1.90
 Total	\$1,429,065.44

DISBURSEMENTS.

Advertising	\$ 367.35
Bookbinders' Payroll	2,247.11
Bond Election	565.55
Census	1,555.40
General Expense	4,409.13
Lecture Fund	500.00
Legal Expense	812.50
Medical Service	366.00
Members' Pay Roll	1,000.00
Officers' Pay Roll	18,168.75
Office Expense	1,218.31
Selling High School Books	180.00
Stationery and Office Supplies	2,607.29
Storekeeper	2,386.25
Refund Taxes	312.29
Insurance	914.51
Renewals and Repairs	43,515.81
Scavenger	160.00
Water Tax	1,607.75
Janitor Supplies	3,490.21
Towels	1,297.13
Janitors' Salaries	43,059.81
Coal	14,152.71
Gas	530.05
Light	1,311.33
Power	1,484.53
Teachers' Salaries	567,194.81
Teachers' Salaries, Summer Playgrounds	800.70
Teachers' Salaries, Night School	1,063.31
Books, Text	31,187.56
Books, Library	392.05
Freight and drayage in books	1,795.95
Domestic Science Supplies	1,843.60
Manual Training Supplies	2,445.37
School Supplies	14,138.99

SALT LAKE CITY PUBLIC SCHOOLS

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Furniture and Equipment	5,931.00
Furniture and Equipment, Domestic Science	398.36
Furniture and Equipment, Manual Training	920.61

BUILDING FUND.

Bonneville School	\$ 1,600.00
East High School	189,879.23
Ensign School	624.03
Grant School	56.65
Jackson School	1,208.90
Riverside School	10,450.00
Wasatch School	37.90
Sites Unimproved	37,862.50
	—————
	\$241,719.21
Interest on Bonds	63,726.67
Bonds Paid, Series Three	220,000.00
	—————
	\$1,301,777.96
Balance on hand June 30, 1914	127,287.48
	—————
	\$1,429,065.44

ESTIMATED REVENUES FOR SCHOOL YEAR COMMENCING

JULY 1, 1914.

General Maintenance, City Tax	\$ 438,750.00
State School Tax	170,000.00
State High School Tax	26,000.00
County School Tax	158,000.00
	—————
	\$ 792,750.00
City Tax, Interest on Bonds	73,000.00
City Tax, Sinking Fund	35,000.00
City Tax, Building Fund	100,000.00
	—————
	\$1,000,750.00

ESTIMATED EXPENDITURES FOR SCHOOL YEAR COMMENCING

JULY 1, 1914.

General Expense	\$ 38,000.00
Janitors' Supplies	6,000.00

Janitors' Salaries	50,000.00
Fuel and Light	25,000.00
Furniture and Equipment	8,000.00
Teachers' Salaries	610,000.00
Books and School Supplies	40,000.00
Renewals and Repairs	70,000.00

	\$ 847,000.00
Interest on Bonds	73,000.00
Sinking Fund	35,000.00
Building Fund	105,000.00

	\$1,060,000.00

TRIAL BALANCE, JULY 1, 1914.

General Maintenance Fund	\$ 37,419.56
Building Fund	89,514.77
Sinking Fund	353.15
Invested Revenue	1,547,752.17
Bonds Payable	1,622,000.00
Treasurer	\$ 127,287.48
Real Estate Unimproved	39,397.50
Furniture and Equipment	123,250.61
City Sewer Extension Property	3,204.81
Bonneville School Property	6,854.43
Bryant School Property	60,598.01
Emerson School Property	84,432.04
Ensign School Property	73,102.13
East High School Property	589,749.69
Forest School Property	30,000.00
Franklin School Property	67,103.68
Fremont School Property	50,396.47
Grant School Property	73,740.47
Hamilton School Property	78,102.00
Hawthorne School Property	98,811.42
Irving School Property	5,000.00
Jackson School Property	108,940.41
Jefferson School Property	130,369.08
Jordan School Property	3,732.85
Lafayette School Property	180,290.18
Lake Breeze School Property	2,040.91
Lincoln School Property	60,691.09
Longfellow School Property	74,853.00
Lowell School Property	89,691.87

Onequa School Property	65,706.47
Oquirrh School Property	85,693.29
Poplar Grove School Property	44,194.45
Riverside School Property	106,200.90
Sumner School Property	107,990.51
Twelfth School Property	23,000.00
Wasatch School Property	132,558.85
Washington School Property	82,667.60
Webster School Property	69,472.57
West High School Property	276,393.38
Whittier School Property	141,520.95
	\$3,297,039.65
	\$3,297,039.65

STATEMENT OF RESOURCES AND LIABILITIES JULY 1, 1914.

RESOURCES.

Cash on hand	\$ 127,287.48
Buildings and Grounds	3,003,899.25
Real Estate (unimproved)	39,397.50
Furniture and Equipment	123,250.61
City Sewer Extension	3,204.81
	\$3,297,039.65

LIABILITIES.

Bonds Payable	\$1,622,000.00
Building Fund	89,514.77
Sinking Fund	353.15
Invested Revenue	\$1,547,752.17
General Maintenance Fund..	37,419.56
	\$1,585,171.73
	\$3,297,039.65

The books have been audited by J. B. Scholefield, chartered public accountant, who certified the receipts and disbursements to be correct.

Respectfully submitted,

HENRY V. VAN PELT,

Chairman,

J. T. HAMMOND,

L. M. BAILEY,

A. D. MULLEN,

ROBERT H. BRADFORD,

Committee on Finance.

Report of Committee on Buildings and Grounds

Salt Lake City, Utah, October 6, 1914.

To the Honorable Board of Education,
Salt Lake City, Utah.

Gentlemen:

Your Committee on Buildings and Grounds respectfully submits the following report for the school year ending June 30, 1914:

EXPENDITURES FROM BUILDING FUND.

Bonneville School	\$ 1,600.00
East High School	189,879.23
Ensign School	624.03
Grant School	56.65
Jackson School	1,208.90
Riverside School	10,450.00
Wasatch	37.90
Sites (unimproved)	37,862.50
Total	\$ 241,719.21

SCHOOL PROPERTY.

Value of Buildings and Grounds	\$3,037,343.65
Value of School Furniture and Apparatus	123,514.61
Total	\$3,160,858.26

MAINTENANCE AND REPAIRS TO SCHOOL BUILDINGS.

Bonneville School	\$ 191.05
Bryant School	236.72
Emerson School	1,583.44
Ensign School	92.19
Forest School	632.31
Franklin School	1,064.28
Fremont School	924.39
Grant School	783.19
Hamilton School	1,324.80
Hawthorne School	988.17
Irving School	289.12
Jackson School	1,523.50
Jefferson School	2,587.12
Jordan School	139.62
Lafayette School	1,043.04
Lake Breeze School	72.73
Lincoln School	818.88
Longfellow School	302.50
Lowell School	1,974.46
Onequa School	2,179.97
Oquirrh School	912.42
Poplar Grove School	325.12
Riverside School	471.32
Sumner School	954.55
Training School	793.71
Twelfth School	101.48
Wasatch School	1,135.55
Washington School	3,020.21
Webster School	1,364.19
Whittier School	565.99
Storehouse	229.02
Clerk	25.17
Superintendent of Schools	52.26
Building and Shop	57.13
Shop	882.55
Fair	17.64
Manual Training	1.09
N. E. A.	75.50
Training	11.76
Book Repairs	11.46
Total	\$ 32,898.85

INSURANCE IN FORCE UNDER SCHEDULE FORM.

Buildings and Furniture	\$ 615,000.00
Boilers	230,000.00
East High School and Furniture.....	75,000.00
<hr/>	
Total	\$ 920,000.00

Respectfully submitted,

A. G. GIAUQUIUE, Chairman;
O. W. MOYLE,
A. D. McMULLEN,
L. M. BAILEY,
F. S. BASCOM,
Committee on Buildings and Grounds.

SCHOOL PROPERTY
**Tables showing location, description, size and value of sites, buildings and improvements owned by
the Board of Education, Salt Lake City.**

Names of Buildings.	Location of Property.	Description of Property.	Value of Grounds.	Value of Buildings and Improvements.	Total Valuations.
Bonneville.....	Cleveland Addition, between Walnut and Chestnut Streets, Superior Addition.	Commencing 66 feet south from the southeast corner of Block 2, Folson Addition, thence south 265 feet, west 259 feet to O. S. L. right of way, thence northwest along railroad to Pine street, thence east to place of beginning.	\$ 1,600.00	\$ 5,254.43	\$ 6,854.43
Bryant.....	First South, between Seventh and Eighth East Streets.	East half of Lot 3, Block 59, Plat B, also part of Lot 2, Block 59, Plat B, commencing at the southwest corner of Lot 2, Block 59, Plat B, running thence north 20 rods, thence east 10 rods, thence south 10 rods, thence west 8 rods, thence south 10 rods, thence west 2 rods to place of beginning.	\$ 12,195.04	\$ 48,402.97	\$ 60,598.01
Emerson.....	Corner of Barclay and Young Streets.	All of Lots 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 in Block 2, La Veta Place Addition.	4,225.00	80,207.04	84,432.04
Ensign.....	Between Ninth and Tenth Avenues and E and F Streets.	20x20 rods.	15,000.00	59,898.79	74,898.79
Forest.....	Ninth East and Twelfth South.	All Lots 7 to 16, inclusive, and 21 to 34, inclusive, Block 4, Genera Place, being part of Lot 9, Block 45, Ten Acre Plat A, Big Field Survey, also Lots 2 to 6, inclusive, Block 10, Forest Dale, being part of Lot 8, Block 44, Ten Acre Plat A, Big Field Survey.	1,000.00	30,000.00	31,000.00

SCHOOL PROPERTY—Continued.

Franklin.....	Corner Second South and Seventh West Streets.	Beginning at the northeast corner of Block 39, Plat C, thence south 297 feet, thence west 146½ feet, thence north 297 feet, thence east 146½ feet to place of beginning. All of Lots 2 and 3, Block 2, Heath's Subdivision, Block 39.	\$ 14,971.99	\$ 52,131.69	\$ 67,103.68
Fremont.....	East side of Second West, between First and Second South Streets.	Beginning 3 rods north of the south- west corner of Lot 3, Block 67, Plat A, running thence east 12 rods, thence north 7 rods, thence west 12 rods, thence south 7 rods to place of beginning.	11,550.00	38,846.47	50,396.47
Grant.....	East side of First West, between Sixth and Seventh South Streets.	All of Lot 4, Block 23, Plat A, being 10 by 23 rods. Also 3x10 rods in Lot 5.	12,346.65	61,393.82	73,740.47
Hamilton.....	Corner of Eighth East and Eight South Streets.	All of Lot 1, Block 12, Plat B, being 10 by 20 rods. Also 2½x10 rods Lot 8, Block 12, Plat B.	12,027.75	66,074.80	78,102.55
Hawthorne.....	Corner Seventh East and Eleventh South.	Five Acres.	12,500.00	86,311.42	98,811.42
High School —East.....	Between Eighth and Ninth South, and Twelfth and Thir- teenth East.	Ten acres.	40,000.00	549,796.59	589,796.59
High School —West.....	First North and Second West Streets.	Block 102, Plat A.	82,109.51	190,261.90	272,371.41
Irving.....	Twelfth South Twelfth East.	and Commencing at the southeast corner of Lot 2, Block 1, Five-Acre Plat A, Big Field Survey, thence west 212.75 feet, north 143.55 feet, west 10.3 feet, north 113.55 feet, east 223.5 feet, south 257.1 feet, to place of beginning.	1,000.00	4,000.00	5,000.00

SCHOOL PROPERTY—Continued.

Jackson.....	North side of North, between Sixth and Seventh Streets.	First Sixth West	Commencing 5 rods east of the northwest corner of Lot 4, Block 71, Plat C, running thence east $1\frac{1}{2}$ rods, thence south 20 rods, thence west $12\frac{1}{2}$ rods, thence north 20 rods to place of beginning, being $12\frac{1}{2}$ rods south frontage by 20 rods deep. Also part of Lots 2, 3, 6, Block 71.	\$21,466.74	\$87,473.67	\$108,940.41
Jefferson.....	West Temple, South Ninth South.	A, Big Field survey.	West half Lot 6, Block 22, 5-acre Plat A, Big Field survey.	7,002.25	120,366.83	127,369.08
Jordan.....	Fifth North and Camp's Lane.	B	Beginning at a point 16 rods north and $4\frac{1}{2}$ rods west of the northeast corner of the northwest quarter of section 34, township 1 north, range 1 west of Salt Lake Meridian, running thence south 10 rods, thence west 22 rods, thence north 10 rods, thence east 22 rods to place of beginning; all in section 27, township and range above named.	225.00	3,507.85	3,732.85
Lafayette.....	On State Street, between North Temple and First North.	C	All of Lot 8 and part of Lot 1, Block 93, Plat A, 12x22 rods, S. L. C. survey.	19,032.72	161,257.46	180,290.18
Lake Breeze....	Southwest part of City.	D	Lots 19 to 24 inclusive, in Block 9 of Coates & Corum's Lake Breeze Addition.	1,800.00	24.91	2,040.91
Lincoln.....	North Side of South, between Third and Fourth Streets.	E	Fifth West half of the west half of Lot 2, Block 44, Plat A, also the east half of Lot 3, Block 44, Plat A, and also beginning at a point 5 rods west of the southeast corner of Lot 3, Block 44, Plat A, running thence west 2 rods, thence north 10 rods, thence west 3 rods, thence north 10 rods, thence east 5 rods, thence south 20 rods to place of beginning.	12,255.00	48,436.09	60,691.09

SCHOOL PROPERTY—Continued.

SALT LAKE CITY PUBLIC SCHOOLS

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Longfellow.....	Corner of J and Avenue.	All of Lot 2, Block 25, Plat D, being 10 by 10 rods on the corner.	\$ 10,000.00	\$ 64,853.00	\$ 74,853.00
Lowell.....	Corner of Second and Streets.	E All of Lots 1 and 4, Block 38, Plat B, being the east half of Block 38.	20,000.00	69,691.87	89,691.87
Onequa.....	Corner Fourth North and Tenth West Sts.	All Lots 1 to 7, inclusive, and Lots 46 to 52, inclusive, Block 1, Wilkinson Subdivision of Block 90, Plat "C," Salt Lake City Survey.	1,500.00	64,206.47	65,706.47
Oquirrh.....	West side of East, between and Fourth Streets.	All of Lot 8, Block 36, Plat B, being 10 by 20 rods.	16,000.00	69,693.29	85,693.29
Poplar Grove...	On East side of Pueblo Street, between Wasatch and Johnson Avenue.	All of Lots 12 to 29, both inclusive, and the west 10 feet of Lots 11 and 30, all in Block 6, Poplar Grove Addition, being a subdivision of Lots 17, 18, 19, 20, 21, 22, 23 and 24, Plat "A," Glendale Park, and part of the northwest quarter of the northwest quarter of Section 11, Township 1 south, range 1 west, Salt Lake Meridian. Also Lots 31 to 34, inclusive.	3,625.43	40,569.02	44,194.45
Riverside.....	Corner of Eighth West and Sixth South Sts.	All Lots 32 to 58, inclusive, Block 1, Buite subdivision of Block 17 and parts of Lots 1 and 8, and all of 2, 3, 4, 5, Block 16, Plat C, Salt Lake City Survey, also all of lots 6 and 7, Block 16, Plat C, Salt Lake City Survey, except 1x10 rods off the southeast corner, also 57 $\frac{1}{4}$ feet by 10 rods of west $\frac{1}{6}$ Lot 7, Block 16, also 74 $\frac{1}{4}$ feet by 8 rods of west half of Lot 7, Block 16.	16,225.00	89,975.90	106,200.90
Sumner.....	West side of Third East, between Sixth and Seventh South Streets.	All of Lot 7 and north half of Lot 8, Block 19, Plat A, being 15 by 20 rods.	17,000.00	90,990.51	107,990.51
Twelfth.....	South side First South, between Fourth and Fifth East Streets.	All of Lot 6, Block 51, Plat B, being 10 by 20 rods.	18,000.00	5,000.00	23,000.00

SCHOOL PROPERTY—Continued.

Wasatch.....	Corner of Brigham and R Streets.	All of Lots 2 and 3, Block 4, Plat G, being 10 by 20 rods.	\$ 25,468.50	\$110,090.35	\$135,558.85
Washington....	Corner of First West and Peach Streets.	Commencing at the northwest corner of Block 22, Plat E, running thence east 20 rods, thence south 10 rods, thence west 20 rods, thence north 10 rods to place of beginning, being 10 by 20 rods, on the northwest corner of the block.	13,500.00	69,167.60	82,667.60
Webster.....	East side of East, between Fifth and Streets.	All of Lot 4, Block 30, Plat B, being 10 by 20 rods facing west, also 9x10 rods, Lot 7, Block 30, Plat B.	\$ 10,800.00	\$ 58,672.57	\$ 69,472.57
Whittier.....	On Third East, south of Kensington Avenue.	Lots 19 and 20, Block 12, 5-acre Plat A, except 1 acre in southeast corner, being 9 acres.	22,250.00	119,270.95	141,520.95
Sixty-second....	Southwest part of city.	Commencing at a point 2 rods south from the northeast corner of the northeast quarter of the southwest quarter of section 15, township 1 south, range 1 west, running thence south along the line of Red Line Road, 12 rods, thence west 13 rods 5 1/2 feet, thence north 12 rods, thence east 13 rods 5 1/2 feet to place of beginning.	535.00	.....	535.00
Warehouse	On High School Block.	.....	.....	2,225.31	2,225.31
Sites Unimprov'd	Seventeenth, East and Tenth South.	Five acres, being all of Lot 2, Block 28, 5-acre Plat C, Big Field Survey.	7,000.00	.....	.....
Sites Unimprov'd	Fifteenth East, North of Twelfth South.	4.71 acres, being parts of Lots 15 and 16, Block 10, 5-acre Plat C, Big Field Survey.	11,525.00	.....	.....
Sites Unimprov'd	Thirteenth East, between Sixth and Eighth South.	3.75 acres, being parts of Lots 1, 7 and 8, Block 10, Plat F, Salt Lake City Survey.	19,337.50	.....	.....
	Totals.....		\$495,074.08	\$2,548,269.57	\$3,041,343.65

Report of Committee on Teachers and School Work

There have been employed in all the departments, for the school year consisting of ten months, six hundred five teachers, for the services of which there has been paid a total of \$569,058.82 in salaries, with an average of \$94.06 per teacher per month.

Of this number five hundred thirty teachers have been employed in the Grade Schools at a total cost in salaries of \$475,592.24 and with an average salary of \$89.73 per month.

There have been employed in the High School seventy-five teachers at a total cost in salaries of \$93,466.58, with an average salary of \$124.63 per teacher per month.

In the Manual Training Department, including both the High School and Grades, there have been twelve teachers employed, including supervisors, at a total cost in salaries of \$13,981.80 and with an average salary of \$116.51 per teacher per month.

In the Domestic Science Department, including both the High School and Grades, there have been eight teachers employed, including supervisors, at a total cost in salaries of \$7,190.60, and with an average of \$89.88 per teacher per month.

There have been two teachers in the Art Department, and they have been paid a total of \$2,700.00 in salaries, with an average of \$135.00 per teacher per month.

There has been expended for the direction and supervision of music \$2,300.00.

There are two things in connection with the school work to which attention is invited.

1. Salaries of teachers during the first five years' of their service, is too small in proportion to the salary of teachers who have served a longer period in the system. The average young lady who finds employment in any of the other vocations open to her, commands nearly, if not quite, the same salary within the first four or five years of her service as she commands after she has been employed ten years, and renders as efficient service in the main during the fifth year of her service as she does during the tenth year.

The lady of education and refinement, with special training in any of the various professions or vocations in which she may engage, receives a salary during the first five years of her service almost equal to that of her co-workers of equal efficiency in the same vocation or profession, and this, to our mind, is in keeping with equity and justice.

An inexperienced teacher, although well educated, trained and equipped for her chosen profession, starts in the Grade Schools at \$48.00 to \$50.00 per month, and if she earns and receives the usual increase she is required to spend approximately ten years in the system before, under our present rule, she reaches the maximum salary. The trained teacher of the best experience and standing, coming from another school to this system, starts, under the rule, at from \$65.00 to \$80.00 per month, while her associate teachers, whose efficiency is no greater, but, who perchance have spent their entire service in this system, are at the maximum salary of more than \$100.00 per month.

We are strongly of the belief that the question of readjusting the schedule of salaries of teachers in the grades needs attention at the hands of the Superintendent and Board,

but we also realize that in any readjustment involving increase of salaries, it becomes our first duty to consider financial conditions and possibilities.

2. There has been, and is, a determined purpose on the part of those charged with the responsibility of our municipal government, to lessen the accidents occasioned by the use of modern vehicles over and upon our public streets and thoroughfares, and to this end various means have been devised and ordinances enacted to regulate and control the conduct of drivers of street cars, automobiles and motorcycles.

Not only is it essential that those operating such vehicles for rapid transportation be required to comply with prescribed rules, and exercise the greatest precaution in the handling and operation of their cars and motorcycles, but likewise it is essential that every person, old and young, who has occasion to use our public thoroughfares, should learn the lesson of vigilance and care, and profit by the learning.

As a result of the natural growth of our city, and the increased number of vehicles and cars constantly in use, the precaution and vigilance of drivers and pedestrians must necessarily be emphasized to meet this growing condition. It is a well recognized rule that those things correctly and forcibly impressed upon the child's mind, have much to do in fixing the habit of such child in after life. We know of no place where the principle of "safety first" should receive stronger emphasis than in the school.

Not only vigilance and care should be taught to the operators of vehicles by the passage and enforcement of law, but likewise it should be taught to the children in the home and in the school. It occurs to us that five or ten minutes per week, or possibly per month, might profitably be devoted by some well devised plan of teaching the necessity of vigilance

and care; and through the influence of the school, parents may be brought to see the necessity of a greater exercise of care on their part in training their children as well as in safe guarding them.

Respectfully submitted,

G. M. SULLIVAN,

Chairman,

OSCAR W. MOYLE,

F. S. BASCOM,

J. T. HAMMOND,

ROBERT H. BRADFORD,

Superintendent's Report

Salt Lake City, Utah, August 1, 1914.

To the Honorable Board of Education,

Salt Lake City, Utah.

Gentlemen:

I have the honor to submit my thirteenth annual report, which is the twenty-fourth annual report since the consolidation of the schools in 1890.

SUMMARIES OF ATTENDANCE.

Number of pupils enrolled by original entry each month:

	Boys	Girls	Total
First month	9,714	9,825	19,539
Second month	291	288	579
Third month	162	181	343
Fourth month	148	124	272
Fifth month	214	180	394
Sixth month	142	136	278
Seventh month	76	99	175
Eighth month	83	82	165
Ninth month	64	63	127
Tenth month	27	21	48
<hr/> Total	10,921	10,999	21,920

CLASSIFICATION OF PUPILS

Kindergarten.

	1912-13	1913-14
Total enrollment	1,117	1,337

Elementary Schools.

First grade	3,760	3,857
Second grade	2,604	2,813
Third grade	2,430	2,657
Fourth grade	2,137	2,503
Fifth grade	2,066	2,059
Sixth grade	1,756	2,002
Seventh grade	1,461	1,511
Eighth grade	1,244	1,231
Ungraded	81	114
Total	17,539	18,747

High School.

First year	615	787
Second year	446	454
Third year	334	359
Fourth year	200	221
Special courses	23	15
Total	1,618	1,836
Total for all departments	20,274	21,920

AVERAGE NUMBER OF PUPILS BELONGING.

	1912-13	1913-14
Kindergarten	632.9	747.1
First grade	2,693.4	2,773.9
Second grade	2,162.4	2,318.0
Third grade	2,070.6	2,290.3
Fourth grade	1,859.6	2,190.4
Fifth grade	1,827.2	1,863.5
Sixth grade	1,588.8	1,781.4
Seventh grade	1,357.4	1,422.6
Eighth grade	1,231.5	1,222.2
Ungraded	80.2	88.1
High school	1,453.3	1,600.6
	16,957.3	18,298.1

AVERAGE NUMBER OF PUPILS IN DAILY ATTENDANCE.

	1912-13	1913-14
Total for all departments	16,108.4	17,443.7

PER CENT OF PUPILS IN DAILY ATTENDANCE BASED UPON AVERAGE NUMBER ENROLLED.

	1912-13	1913-14
Total for all departments	94.9	95.3

PER CENT OF PUPILS IN DAILY ATTENDANCE BASED UPON
AVERAGE NUMBER ENROLLED.

	1912-13	1913-14
Total for all departments.....	89.8	89.8

WITHDRAWALS AND RE-ENTRIES BY TRANSFER.

	With- drawn	Re- entered
First month	116	43
Second month	333	271
Third month	332	321
Fourth month	178	219
Fifth month	182	161
Sixth month	218	288
Seventh month	195	167
Eighth month	180	164
Ninth month	128	142
Tenth month	32	29
 Totals	 1,894	 1,805

WITHDRAWALS FROM OTHER CAUSES AND RE-ENTRIES.

	With- drawn	Re- entered
First month	420	....
Second month	864	191
Third month	1,062	409
Fourth month	1,209	605
Fifth month	1,083	913
Sixth month	1,024	569
Seventh month	975	673
Eighth month	1,020	593
Ninth month	1,062	595
Tenth month	845	491
 Totals	 9,564	 5,039

MONTHLY RECAPITULATION OF SCHOOL STATISTICS.

	Original Entries	Transfer Entries	Re-entries	Withdrawn by Transfer	Withdrawn by Other Causes	Total Enrollment
First month	19,539	43	...	116	420	19,685
Second month	579	271	191	333	864	20,087
Third month	343	321	409	332	1,062	19,963
Fourth month	272	219	605	178	1,209	19,665
Fifth month	394	161	913	182	1,083	19,746
Sixth month	278	288	569	218	1,024	19,616
Seventh month	175	167	673	195	975	19,389
Eighth month	165	164	593	180	1,020	19,141
Ninth month	127	142	595	128	1,062	18,803
Tenth month	48	29	491	32	845	18,183
 Totals	21,920	1,805	5,039	1,894	9,564	*19,427

*Average.

PROMOTIONS MADE AT CLOSE OF FIRST SEMESTER.

	Promotions	Special Promotions	Retentions	Repeated Retentions
A First to B First	1,958	7	489	21
B First to A Second	592	10	123	39
A Second to B Second	1,571	4	95	8
B Second to A Third	795	6	60	5
A Third to B Third	1,346	21	85	7
B Third to A Fourth	831	8	94	2
A Fourth to B Fourth	1,256	4	126	10
B Fourth to A Fifth	832	9	61	2
A Fifth to B Fifth	1,014	2	66	5
B Fifth to A Sixth	689	3	69	3
A Sixth to B Sixth	1,089	1	57	2
B Sixth to A Seventh	613	2	54	7
A Seventh to B Seventh	847	5	17	3
B Seventh to A Eighth	390	30	63	..
A Eighth to B Eighth	890	..	17	..
B Eighth to A Ninth	163	..	18	..
B Eighth to High School	50	..	..	..
Totals	14,926	112	1,494	114

PROMOTIONS MADE AT CLOSE OF SECOND SEMESTER.

	Promotions	Special Promotions	Retentions	Repeated Retentions
A First to B First	390	14	136	111
B First to A Second	1,559	37	174	24
A Second to B Second	533	37	71	15
B Second to A Third	1,451	13	114	8
A Third to B Third	759	14	120	5
B Third to A Fourth	1,207	41	135	9
A Fourth to B Fourth	801	12	116	5
B Fourth to A Fifth	1,105	18	89	6
A Fifth to B Fifth	766	16	100	1
B Fifth to A Sixth	965	11	73	7
A Sixth to B Sixth	631	7	81	2
B Sixth to A Seventh	922	17	91	6
A Seventh to B Seventh	465	40	86	2
B Seventh to A Eighth	743	26	81	1
A Eighth to B Eighth	270	9	29	3
B Eighth to High School	1,038	60	18	..
Totals	13,605	372	1,514	205

NUMBER OF TEACHERS.

(a) By Schools.

SCHOOL	Teachers		Principals		Totals	
	Men	Women	Men	Women	Men	Women
Bonneville . . . . .	..	3	1	..	1	3
Bryant . . . . .	..	11	1	..	1	11
Emerson . . . . .	..	31	..	1	..	32
Ensign . . . . .	..	11	..	1	..	12
Forest . . . . .	..	14	..	1	..	15
Franklin . . . . .	..	18	1	..	1	18
Fremont . . . . .	..	10	1	..	1	10
Grant . . . . .	..	23	1	..	1	23
Hamilton	1	20	1	..	2	20
Hawthorne . . . . .	..	15	..	1	..	16
Irving . . . . .	..	10	1	..	1	10
Jackson	1	24	1	..	2	24
Jefferson . . . . .	..	23	1	..	1	23
Lafayette	2	24	1	..	3	24
Lincoln . . . . .	..	14	..	1	..	15
Longfellow . . . . .	..	15	1	..	1	15
Lowell . . . . .	..	17	1	..	1	17
Onequa	1	15	1	..	2	15
Oquirrh . . . . .	..	22	1	..	1	22
Poplar Grove	1	12	1	..	2	12
Riverside . . . . .	..	21	1	..	1	21
Sumner . . . . .	..	22	..	1	..	23
Training . . . . .	..	10	1	..	1	10
Twelfth . . . . .	..	5	1	..	1	5
Wasatch . . . . .	..	20	..	1	..	21
Washington . . . . .	..	23	1	..	1	23
Webster . . . . .	..	24	1	..	1	24
Whittier . . . . .	..	18	1	..	1	18
High	24	59	1	..	25	59
Manual Training Department.	6	3	..	..	6	3
Domestic Science Department.	..	6	..	..	..	6
Supervisors and Directors	3	2	..	..	3	2
Totals	39	545	22	7	61	552

(b) By Departments

	Men	Women	Total
Teachers in kindergarten .....	..	24	24
Teachers in primary grades (1-4) .....	..	245	245
Teachers in grammar grades (5-8)	6	201	207
Teachers in high school	24	59	83
Teachers of subnormal children.....	..	5	5
Principals	22	7	29
Special Teachers—			
Supervisor of primary department.....	..	1	1
Supervisor of grammar department.....	1	..	1
Supervisor of music	1	..	1
Supervisor of art	1	..	1
Director of hand work .....	..	1	1
Instructors in manual training	6	3	9
Instructors in domestic science .....	..	6	6
Totals	61	552	613

GENERAL STATISTICAL SUMMARY.

Population of the city	100,000
Legal school age.....	6-18
School census for July, 1912	23,624
School census for July, 1913.....	24,492
Increase	868
Number of pupils enrolled in the public schools	21,920
Increase over last year	1,646
Per cent of school population enrolled in the public schools.....	89.5
Per cent of school population not enrolled in the public schools	10.5
Number of days schools were in actual session	182½
Number of days schools were in actual session last year....	179½
Number of teachers, principals, and supervisors, including the training school	613
Number of teachers in elementary schools, including kindergarten, manual training and domestic science	496
Number of high school teachers	83
Average number of pupils belonging for the year	18,298.1
Largest monthly average number belonging (2nd month)...	19,018.1
Average daily attendance for the year	17,443.7
Largest monthly attendance (1st month)	18,285.1
Average per cent of attendance for the year, based on number belonging	95.3
Average per cent of attendance for the year, based on enrollment	89.8
Highest monthly percentage of attendance (1st month)....	97.2
Number of pupils enrolled by original entry during the first month	19,539
Number of pupils enrolled by original entry all the rest of the year	2,381
Number of colored pupils enrolled by original entry	61
Average number of pupils per teacher (1-8 grade) based on enrollment, including special teachers	40
Average number of pupils per teacher (1-8 grade) based on average number belonging, including special teachers...	34
Average number of pupils per teacher (1-8 grade) based on average number belonging, not including special teachers	35
Average number of pupils per teacher, high school department	19.2
Number of pupils remaining in school at the close of the year	17,306
Per cent of entire enrollment remaining at the close of the year	78.9
Per cent of entire enrollment remaining at the close of last year	79.3
Number of pupils promoted to high school	1,148
Number of pupils graduated from high school, four-year courses	124
Number graduated from commercial department of the high school, three-year course	38
Number of pupils not absent nor tardy during the year	1,144
Number of visits by patrons	12,311
Number of visits to patrons	1,165
Number of cases of truancy	429
Number of cases of corporal punishment	36
Number of suspensions	116

TABLE OF STATISTICS FOR THE YEAR.

Schools	Entries Original			Entries			With- drawals		Average Number Belonging		Average Daily Attendance		Per Cent of Attendance			
	Boys		Girls	By Transfer		Re-entries	By Transfer		Other Causes		Average Daily Attendance	Per Cent of Punctuality				
	Boys	Girls		Total	By Transfer		By Transfer	Other Causes								
Bonneville . . .	64	53	117	2	16	10	36	94.8		90.3	95.2	99.4				
Bryant . . .	212	210	422	13	38	27	101	373.7		363.6	97.2	99.8				
Emerson . . .	617	596	1,213	103	319	69	516	1,062.3		1,017.3	95.7	99.7				
Ensign . . .	231	187	418	43	77	22	141	378.5		362.4	95.6	99.6				
Forest . . .	325	284	609	39	107	49	171	551.3		529.6	95.4	99.8				
Fremont.	321	268	589	83	135	181	305	352.2		328.3	93.6	99.4				
Franklin . . .	385	412	797	74	294	81	500	618.0		575.6	93.1	99.5				
Grant . . .	515	550	1,065	147	266	170	567	816.7		775.2	94.8	99.7				
Hamilton . . .	430	432	862	59	281	91	413	748.7		720.3	96.2	99.7				
Hawthorne . . .	305	330	635	48	111	57	233	531.6		505.0	94.9	99.2				
Irving . . .	168	178	346	17	122	28	175	301.2		286.8	95.1	99.6				
Jackson . . .	553	545	1,098	101	219	88	504	900.8		844.9	93.7	99.1				
Jefferson . . .	437	441	878	87	249	72	414	767.2		724.5	94.4	99.7				
Lafayette . . .	559	583	1,142	115	216	120	514	913.0		881.6	96.5	99.8				
Lincoln . . .	286	303	589	57	223	52	424	439.2		409.6	93.4	99.7				
Longfellow . . .	281	300	581	49	97	61	192	491.9		474.7	96.4	99.1				
Lowell . . .	374	369	743	52	148	57	288	616.8		588.5	95.4	99.7				
Onequa . . .	303	277	580	32	86	33	173	508.5		489.8	96.5	99.8				
Oquirrh . . .	527	485	1,012	127	216	138	474	790.8		755.8	95.9	99.8				
Poplar Grove	242	232	474	56	134	46	209	425.9		406.0	95.2	99.7				
Riverside . . .	470	495	965	54	270	75	465	805.8		759.7	94.2	99.7				
Sumner . . .	437	506	943	88	289	70	518	777.5		745.2	95.8	99.8				
Training . . .	212	200	412	13	91	21	139	382.2		364.3	95.3	99.7				
Twelfth . . .	81	33	114	16	45	3	90	88.2		78.5	88.7	98.3				
Wasatch . . .	428	416	844	63	173	61	364	723.1		695.2	96.1	99.6				
Washington . . .	462	484	946	63	148	95	306	822.9		791.9	96.2	99.7				
Webster . . .	464	485	949	119	364	88	527	843.7		807.4	95.4	96.4				
Whittier . . .	365	377	742	70	166	29	304	646.7		615.6	95.2	99.8				
High . . .	867	968	1,835	15	139	....	501	1,524.8		1,456.1	94.9	98.7			
Totals . . .	10,921	10,999	21,920	1,805	5,039	1,894	9,564	18,298.1		17,443.7	95.1	99.5				

COMPARATIVE SUMMARY.

Year Ending June 30	Children between 6 and 18 years in City	Enrollment			Promotions	
		In Elementary Schools	In High School	Total in All Schools	From Elementary School to High School	From High School
1891.....	8,818	6,320	48	6,368	33	..
1892.....	10,039	7,510	103	7,613	61	..
1893.....	10,551	8,677	191	8,868	113	10
1894.....	11,294	9,835	257	10,092	187	12
1895.....	11,941	10,610	383	10,993	272	22
1896.....	12,540	10,315	458	10,773	280	36
1897.....	12,604	10,806	505	11,311	431	37
1898.....	12,957	11,367	562	11,929	462	46
1899.....	13,200	11,630	661	12,291	484	60
1900.....	13,468	11,916	668	12,584	507	44
1901.....	14,428	12,199	780	12,979	516	69
1902.....	14,543	12,431	822	13,253	531	86
1903.....	15,465	12,714	846	13,562	517	86
1904.....	15,987	13,003	739	13,742	638	65
1905.....	16,849	13,508	896	14,404	664	76
1906.....	16,932	14,117	1,106	15,223	633	77
1907.....	18,495	14,590	1,152	15,742	772	82
1908.....	19,373	15,330	1,225	16,555	842	94
1909.....	20,114	15,523	1,251	16,774	946	103
1910.....	21,017	16,404	1,448	17,854	953	84
1911.....	22,694	17,694	1,514	19,208	990	99
1912.....	22,245	17,928	1,633	19,561	932	129
1913.....	23,624	18,656	1,618	20,274	1,041	130
1914.....	24,492	20,084	1,836	21,920	1,148	124

Note.—Elementary schools include grades kindergarten to eighth, inclusive. The term high school is used interchangeably with secondary school.

DEPARTMENTS

Reports of the various departments follow:

HIGH SCHOOL.

Superintendent D. H. Christensen,
City and County Building, City.

Dear Sir: The results of high school work for the past year, here as elsewhere, should be of especial interest since so often they serve as valuable lessons in pointing out the way to greater accomplishments through a better understanding of local conditions.

There may have been a time when it could rightly be said that the dictum of the school in the formation of public opinion was final. That time has passed for the school. It has also passed for the pulpit, which, for many years, held a like position in the world's history. The press, the latest arbiter in "things as they should be," finds that it is by no means omnipotent and that its power, although still strong, is waning. There is something which expresses itself in what is termed "popular demand" that is the resultant of all these and other forces and is yet unlike any one of them. It is the offspring, so to speak, of these various influences and, as such, should be trained, developed and inspired by them all. The attitude of the school, the pulpit, the press, the law and even fashion should not be expressed by "thou shalt not!" but rather by "wilt thou not?" This is the lesson of the years and he who heeds it not is swept by, and should be swept by, for he is surely an anachronism.

Pardon this digression, Mr. Superintendent, for it certainly does not resemble an annual report of the Salt Lake high school so far. I hope, however, it may serve as a text for suggestions and recommendations later on.

Enrollment. Our total enrollment this year was 1,836, of which 969 were girls and 867 boys. This is 210 in excess of the number for last year. Presumably, however, many who entered school in September did so in the belief that the east side school would shortly be opened and, when it was evident that this would not be the case, dropped out. The number for the tenth month was 1,525, which, taking

into consideration the above circumstance, is a very good showing. It may be said here that all indications point to a large increase of a permanent nature for the coming year, when the operation of the two high schools is assured.

Still there will always be a certain percentage of withdrawals, some for good, others for poor reasons. We must not be discouraged if we do not retain all. As pointed out in my report of last year, certain withdrawals are in the nature of the inevitable. Our efforts must be concerned with the savable class and the method of procedure in dealing with this class has been clearly outlined in that report.

Teaching. Classroom results, with few exceptions, were very satisfactory. Where they were not so, it was because of lack of personality on the part of the teacher, or a disregard of departmental direction. A teacher as her first requisite must have that about her which will command the respect and orderly obedience of her pupils. Often really splendid characters fail as teachers. The modern idea of vocational guidance might be applied to great advantage in the teaching profession. But there is no really good excuse for a teacher where failure or partial failure in the class room is the result of neglecting departmental instruction. A teacher who is guilty of this is an anarchist and such a one has no place in the school room. The head of a department is a teacher of teachers and in that relationship the teacher must not forget her position as pupil. The aim of the departmental plan is to standardize the work and not, as sometimes thought, to do away with the individuality of the teacher. Departmental supervision with us is, if anything, not exercised as strenuously as it should be. The need for a closer departmental supervision will be even more patent next year when the two schools will be in operation.

Debating. Some features of school work deserve particular mention. The Debating Club organized last year did much to advance the interest in argumentation and public speaking. The school team composed of Stephen Kerr, Quinten Wallace, Theron Parmalee, and Russell Ihrig won the State championship in debating negatively and affirmatively the question "Resolved, That the recent tariff law discriminates unjustly against the West in favor of the East."

In all classes in history and English of the third and fourth years, regular instruction and practice in debate are carried on. The Debating Club, however, is open to members of all classes and by elimination contests the team is finally chosen.

Dramatics. The Dramatic club also scored a distinct success. A play, "The Freshman," was produced in the Garrick theatre before an enthusiastic audience. All the parts were well taken, reflecting both

the earnest application to their roles on the part of the principals and the consistent training given them by their instructors. It is not assumed that instruction in dramatics is an essential in secondary education, but, without question, this phase of school activity does much to inspire individuals and to unite in a wholesome way the student body.

Athletics. Athletics in the wider sense held place this year as never before. We are inclined to think of this training as confined to the boys of the school, and only to a limited number of them. During the past year, besides the first and second teams which represented the school in all sports, there were class team contests in football, basketball, track and baseball. The girls' baseball series was especially exciting. The aim has been to urge and to encourage every pupil in the school to take part in some athletic activity and this effort has met with reasonable success.

Rifle Shooting. Another feature of physical training coming to be recognized in the leading high schools and colleges of the country is rifle shooting. Since our school joined the National High School Rifle Shooting Association some four years ago, it has always held a position among the leaders, and last year came into first place by winning the Astor cup for the best score made by any high school in the United States. In this, as in all other athletic contests, the team to represent the school is chosen from the whole body of students and numbers ten persons. Regular instruction in rifle shooting is open to all pupils, boys or girls, who wish to take it. The number in the different classes this year was over one hundred.

Cadets. Closely connected in thought with the above is the cadet battalion, that organization of which, above all others in the school, our pupils, our patrons and the citizens generally are justly proud. Our school has never been thought of as a military school and, I trust, will never be so rated. But the fact that it has developed this incidental training of the boy so successfully is surely a matter of congratulation. There is no call at this time to speak of the splendid physical and moral benefits to be derived from cadet work, for about this there can be no controversy. I will sum it all up by saying that to the best of my knowledge and belief nothing has done so much to make the school strong in discipline and morals as cadet training.

Besides the direct effects, so noticeable in their school life, the cadet organization has enabled the boys to take part in numerous civic demonstrations where their appearance has always elicited the most favorable comment. In past years the cadets have had the proud distinction of representing the State on two great occasions—

as Admiral Evans' escort in San Francisco, 1908, and at the Seattle exposition, 1909. In both instances they did more to advertise Utah and Salt Lake than any other feature, to say nothing of the pleasure and the educational value of the expeditions to the boys themselves. No plan of organization other than the military would have made these trips feasible or even possible. The boys are eagerly looking forward to another visit to San Francisco, where they will again call attention to Utah at the Panama exposition. There could be no better supplement to the high school education of any boy than this trip. It is sincerely to be hoped that our expectations will be realized.

Uniform. This year, in the endeavor to reduce the cost of the cadet uniform to the minimum, the furnishing houses were asked to submit samples and prices of a regulation uniform. As a result a regulation uniform—cap, blouse and trousers—made of the best material and according to prescribed specifications is now sold for \$16.50. This is much better in appearance and will wear much longer than any ordinary suit for the same price, so that in reality a boy who is a cadet can be clothed more cheaply than one who is not. Moreover, at the end of his term of service the cadet often gives over his uniform to the school. It is then repaired, dry-cleaned, pressed and laid away. In case a boy can not afford to purchase a uniform he is furnished a second-hand one in good condition, free of cost. Last year about twenty uniforms were given out in this way. Thus the uniform requirement is not only not a source of hardship to the cadet, but often helps him out financially.

Band and Orchestra. The cadet battalion would not be complete without the band, which this year attained a high degree of efficiency. The purchase by the board of several instruments helped to bring this about. The instrumentation of the band numbering thirty-five pieces, and of the orchestra numbering forty pieces, was complete, and it would be hard to find better musical organizations in any school. Both band and orchestra were in great demand and, besides furnishing music at the school functions, gave several concerts outside.

It would be difficult even briefly to mention all the activities and interests that go to make up a large and prosperous school such as ours. Every year has added its quota of events and influences that help to shape school life and to solve future problems of administration.

Changes in Courses. With the separate schools next fall should come naturally some changes in the courses of study. The plans to emphasize the industrial work on the west side is undoubtedly a good one. This would make the Mechanic Arts, the Domestic Science and the Commercial courses the exclusive province of the west side school.

There is a great need of developing and simplifying the scope of all these courses. It is recommended that the course in Mechanic Arts be changed as described in the new outline. The trend of this proposed alteration has been in the direction of minimizing the study of the so-called cultural subjects and of increasing the time given to the purely mechanical ones. In other words, to make the mechanical training the central thought and all else supplementary and contributory to it.

Domestic Science. The same idea should be carried out in the Domestic Science course. The best arrangement here would be to have a model house built on the grounds in which all phases of household training might be conducted. In lieu of this for next year, a model apartment could be fitted up in the basement of the Union building. Housekeeping in the broad sense of the word should be the aim of teaching in this course, and this can only be realized by the introduction of actual practice into the theoretical training.

Commercial. The Commercial course, due to the special nature of the work, has always been a separate unit, and as such has carried on the work with the single aim of giving pupils a thorough training in the different branches of a commercial education. It is recommended that the upper floors of the Union building be remodeled so as to carry on more effectively the training in business practice, banking and office economy. The detailed plans of all these improvements have been submitted to you. It is especially desirable that they be made before the opening of school next fall.

Vocational Guidance. The fundamental idea of the advisory system finds expression in the term "vocational guidance," which has now come to be recognized as a vital necessity in efficient school administration. The present educational policy contemplates giving to every boy and girl who can possibly enter high school a secondary education in keeping with their capabilities and needs. To do this it is essential to know what these capabilities and needs are. When the present plan of junior and senior high schools is perfected the beginnings of this all important task will be made as early as the seventh grade. It should not be allowed to rest here, however, for many cases will arise where the true bent of the pupil cannot be determined at this stage. The senior high school especially in the first year, is a fertile field for the offices of the vocational guide. If the work of direction is properly done the dignity of the industrial courses will be enhanced and many a boy and girl will acquire in these lines a living interest in school work, which otherwise would savor of routine drudgery.

Dangers. But the system of choice and direction should not be confused with one of license and indirection. And this mistake may

easily be made. For unless the office of adviser is intelligently and conscientiously performed the result is liable to be failure. The educational values of certain subjects should never be lost sight of and the pupils should be impressed with their value.

The pupil is looking forward to his future, but often with a very vague notion of where this or that road will lead him. The adviser has traveled the road and his retrospect should be safer as a guiding force than the pupil's prospect.

Physical Education. The action of the board in providing for the systematizing of the work in physical education is a step in the right direction. Physical examinations are no less important than mental examinations in the scheme of youthful development and health supervision in the broad sense.

Every boy and girl upon entering school should be subjected to a thorough physical examination which should include complete anthropometric measurements and tests for the heart and lungs. The examination should further record defects of teeth, throat, eyes, nose, ears, cervical glands, nutrition, nervous system and skeletal development. In connection with this there should be a following-up service looking to the correction of physical defects which would reach the home, for only in this way can permanent good be accomplished. Correct diagnosis is of little consequence, if the proper remedy is not administered.

The mere supervision of play ground activities is of minor importance compared with this greater mission of the school and it is hoped that physical supervision in its wider application was the one in the mind of the board when instituting this department.

Closing Exercises. The closing days of the school year were marked by several stirring events, chief of which were the exercises of High School Day, May 27th, and those of Governor's Day, May 29th. The latter were held at the new high school and were witnessed by fully 10,000 people. The drills of the cadets and the girls were by far the best exhibition ever given by the school. Moving pictures of the parade on High School Day and the Governor's Day exercises were taken and have already been reproduced in a local theatre. They will be a pleasing and useful feature in Salt Lake's educational exhibit.

Commencement exercises were also held in the new high school on June 11th. The occasion was a particularly inspiring one since it partook of the nature of a dedication of the new building. The program of exercises and the list of graduates by courses are given in another place.

Accept my deep appreciation of the cordial support and able assistance which you have always afforded me in the administration of the school.

Sincerely yours,

GEORGE A. EATON,

Principal.

GRAMMAR GRADE DEPARTMENT.

Superintendent D. H. Christensen,

Dear Sir: It has now been my privilege to supervise the grammar grade department of our schools for nearly four years. Of this time the past year stands ahead of any other in actual achievement, or in what we are wont to call results.

There are many factors that determine successful school work, two of which, however, seem to show somewhat distinctively as the work of the year is carefully examined. They are respectively, the quality of the teaching, and the movement towards the selection of essentials and the elimination of waste.

It is unnecessary to attempt to discuss the importance of good teaching. All recognize its imperativeness and the utter futility of all other educational factors without it.

It, therefore, affords me a degree of pleasure to be able to conscientiously commend our teachers for their splendid work in the class room. Lessons are usually well planned and presented and the pupil's response is vigorous. A sympathetic relation, too, prevails between teachers and pupils that makes for the spiritual atmosphere so necessary in effective training.

The principals, also, have by their supervision and inspiration added much to the teachers' efficiency. Indeed, so influential a factor has the principal become in the standards of teaching maintained that he has come to be credited or charged with the quality of teaching that prevails in his building. Excellent teachers are helped by him to do their best work, good teachers are made better, and poor teachers are made good or compelled to leave the profession for more congenial labor. In Salt Lake City there are no "office principals." They live with the teachers and pupils as educational leaders, thereby securing results that are generally gratifying.

The second factor that stands out prominently as having influenced the quality of our school work has already been mentioned as the movement toward selection of essentials and elimination of waste in education. Unquestionably, we are practicing greater economy of time and securing better scholarship as a result of this movement; and, what is of even more importance, we are adding to the effectiveness of the character training as well. The interest and enthusiasm of pupils in working toward high standards set in rather definite terms, lead to the formation of desirable work habits and to favorable attitudes toward the subject in hand. In spelling, arithmetic, and language elimination and concentration have been most pronounced. In these subjects, too, the improvement has been most apparent. Emphasis has been given to topics that seem most vital to the general welfare and that can be economically considered by the child. Higher standards have been reached and a greater percentage of pupils has been successful than has been usual heretofore.

I believe there is still opportunity for much improvement of our plans that will result in increased economy of time and better results. In all subjects there are topics whose relative value justifies intensive study, for they constitute the so-called tools of education and belong to the culture and efficiency of every person.

A step forward will be taken by arranging a time schedule in general terms for the various subjects. For not only is there waste in an endeavor to teach all the facts of a given subject regardless of their relative value, but it results, also, from an attempt to teach too many different subjects as such in any one day. Five or six subjects may well be considered the maximum number to care for in the daily program.

This attempt to organize on the basis of subjects and to narrow the daily effort does not mean a narrowing of the educational training. It need not be feared even by those who regard the schools as social institutions maintained to train young people in civic and social virtues. Clear and vital knowledge is closely related to morality and to social efficiency. Indeed, so closely are they interwoven in the process of training that good results in one without the other are next to impossible.

Those who would lay great stress upon the schools as institutions for moral training must emphasize the nature and quality of the class work. Character is a result of previous thought and action. It is a by-product of all that has been. The attempt, therefore, to simplify and concentrate, and to measure the results of teaching in terms of skill or knowledge will strengthen rather than weaken the moral results.

The educational future is promising. I sincerely trust that our schools may grow, normally and wisely, to meet every consistent demand. I am very sure it is your desire and the desire of the Board of Education to have them do so. Furthermore, teachers and principals are possessed with the same ideal. These conditions will compel progress.

Thanking you and the Board of Education for support and encouragement, I am

Very truly yours,

G. N. CHILD,

Supervisor of Grammar Grades.

PRIMARY DEPARTMENT.

Superintendent D. H. Christensen,

Dear Sir: In submitting this, my annual report, I desire to say that any criticism which it may seem to convey is a criticism of certain methods as they exist generally and is not directed particularly against our own system. My protest is against certain conditions and methods which are almost universal at present, especially in the congested centers of life.

During the past year, as well as through the preceding one, an effort was made to place marked stress upon the fundamentals in class room work. On two lines, at least, this has resulted in a much higher attainment than has heretofore characterized results. I believe I am quite safe in saying that the pupils in the Salt Lake City public schools have recorded a higher standard of excellence in spelling this last year than ever before. It may be that, in a few instances, this standard was reached at a sacrifice in some other direction, but the establishing of a high standard of attainment will be of incalculable value in the future.

Judging by results in the final tests in arithmetic, our pupils have greater power, are more rapid and accurate in the fundamental processes than hitherto, but no attempt has been made to force the reasoning powers.

The added year of experience has but deepened and strengthened certain slowly growing ideas which have finally become convictions which I desire here to state.

First. That it is pedagogically unwise to demand, and practically impossible to achieve, the same standard of attainment by all schools regardless of local conditions, and that the attempt to realize a common standard is detrimental to the best interests of the children.

The mental development of the child depends on many things, but, granting that mentality be normal, the richness or the poverty of the child's life experience,—dependent on the environment in which his daily life is spent, is by far the most determining factor. The child who comes from an environment poverty stricken both mentally and materially, is outclassed by the one who comes from one richer materially and mentally and therefore richer in possibilities of association. The child's power to grow mentally depends upon his power to make associations, but the barren environment furnishes few means for the exercise of that power. Moreover poverty of environment inevitably results in poverty of language. The child coming from such an atmosphere is not rich in ideas, has little power to make associations, and is constantly handicapped by his inability to express such ideas as he does possess. He cannot cope with the child of equal or even less native power who comes from a home rich in the means for making associations, and whose power to make new associations and to express relations is correspondingly greater. If he possess greater innate power or greater power of application, he may in time, and as his environment grows richer and less limited, overtake and perhaps distance his more fortunate companion, but it will not happen during the first or second year of his school life.

Second. The first work of the school, in some localities, is not the teaching of the three R's. It should be the preparation of a soil, the building of mental possibilities through bodily health and strength. There are localities where children should be made, and taught how to remain clean, healthy animals before an attack is made on any course of study; localities where children must be taught that the sound mentally must rest on the sound physically, where the simple laws of sanitation and civilization should precede the laws even of English grammar. The policy is no wiser financially, than it is pedagogically that pays a teacher eighty dollars or ninety dollars a month for trying,—she never succeeds,—to develop the mind of a child whose stomach is calling for food. There are localities where a bath tub and a warm lunch at noon would be vastly more effective in the creation of good citizenship than twice the same amount spent on any kind of text book.

Third. That the present method of admitting children to school, for the first time, on the statement in the family Bible is in many instances a great wrong to the child, and often very materially retards his development. No one questions the fact that the number of years a child has lived does not accurately measure his development. Yet we continue to begin the most important work of his life depending wholly on that standard.

It is to be hoped that, before many years, we may adopt, as is being done now in some communities, a standard determined by some test in a psychological laboratory which shall form part, a much needed part, of our educational system.

Thanking the administration as a whole, and you personally for the unfailing kindness and generous recognition and support which have always been accorded me, I remain

Very respectfully yours,

L. M. QUALTROUGH,
Supervisor of Primary Grades.

TRUANT OFFICER'S REPORT.

Superintendent D. H. Christensen,

Salt Lake City, Utah.

Dear Sir: I herewith submit my report for the school year ending June 12, 1914.

Number of cases of truancy investigated:

Boys—

a. Found on streets.....	40
b. Reported from schools	196
c. Reported through other sources.....	2

Girls—

a. Found on streets	1
b. Reported from schools.....	20
c. Reported through other sources.....	0
Total	259

Number of cases of absence investigated:

Boys—

a. Found on streets.....	32
b. Reported from schools.....	186
c. Reported through other sources.....	11

Girls—

a. Found on streets.....	9
b. Reported from schools.....	67
c. Reported through other sources.....	10
Total	315

Number of children attending no school:

Boys—

a. Found on streets.....	47
b. Reported from schools.....	206
c. Reported through other sources.....	153

Girls—

a. Found on streets.....	1
b. Reported from schools.....	87
c. Reported through other sources.....	74
Total	568

Exempt by certificate.....	256
At home on account of sickness.....	30
Moved from city.....	29
Over sixteen and under eighteen years of age.....	27
Moved from address given, not located.....	8
Completed the eighth grade.....	8
Placed in school.....	210
Total	568

Number of certificates of exemption granted:

Boys—

a. Where mother is a widow.....	69
b. Where mother or father is an invalid.....	28
c. Temporary certificates granted on account of illness.	46
d. On account of physical or mental condition, certified by a competent physician.....	13
e. Completed the eighth grade.....	6
f. Orphans	3
g. Deserted by father or stepfather.....	9
h. Miscellaneous	18

Girls—

a.	Where mother is a widow.....	23
b.	Where mother or father is an invalid.....	6
c.	Temporary certificates granted on account of illness	15
d.	On account of physical or mental condition, certified by a competent physician.....	3
e.	Completed the eighth grade.....	8
f.	Orphans	1
g.	Deserted by father or stepfather.....	3
h.	Miscellaneous	5
	Total	256
	Certificates extended	38

Period covered by certificates of exemption:

Boys—

For the entire school year.....	38
For half of the school year.....	58
From two to three months.....	35
From one to two months.....	26
For one month or less.....	35

Girls—

For the entire school year.....	14
For half of the school year.....	20
From two to three months.....	11
From one to two months.....	9
For one month or less.....	10
Total	256

Notifications of requirements of law:

1. Employer—

a.	By letter	5
b.	By personal visits.....	40
	Total	45

2. Parents—

a.	By letter	69
b.	By personal visits.....	913
	Total	982

SALT LAKE CITY PUBLIC SCHOOLS

73

Number of homes visited:

a. For truancy	137
b. For absence	218
c. For non-attendance	459
d. For miscellaneous offenses.....	99
Total	913

Number of homes re-visited:

a. For truancy	68
b. For absence	71
c. For non-attendance	20
d. For miscellaneous offenses.....	18
Total	177

Number of children placed on probation.....	77
Number of children placed on probation and reporting..	21
Number of cases referred to the Juvenile Court.....	66

Disposition of cases referred to the Juvenile Court:

a. Committed to the Uintah Training School.....	18
b. Committed to the Uintah Training School, but sen- tence suspended	3
c. Committed to the State Industrial School.....	11
d. Committed to the State Industrial School, but sen- tence suspended	2
e. Committed to the Girls' Home.....	1
f. Placed on probation.....	31
Number of complaints issued against parents for viola- tion of school law.....	5
Number of visits to school during school year.....	315
Stores and factories visited.....	153
Miscellaneous cases investigated.....	231
Number of employment certificates issued for after school hours, Saturdays, holidays and vacations.....	31

Respectfully submitted,

ALMA C. CLAYTON,

Truant Officer.

EXTRACTS FROM PRINCIPALS' REPORTS.

BONNEVILLE SCHOOL.

During the year just closed our school has laid special emphasis on the fundamental subjects, and the results in general are very gratifying for the pupils show marked improvement in their reading, spelling, writing, language and arithmetic. We have not forgotten, however, in our ardor for success in the basic subjects, that training in character building and true and efficient citizenship must receive a prominent place in our school curriculum.

One of the problems of our school is that of classification. With only about one hundred pupils and four teachers, the eight grades with their high and low divisions cannot be maintained, and so it is a difficult matter to adjust the pupils to the proper classification and at the same time avoid having classes comprised of only two or three pupils. One can readily see how two or three weak pupils will be promoted with their class rather than be retained in a small group of two or three. To remedy this condition the principal has conducted several classes on the ungraded room plan with very satisfying results, and about twenty-five pupils have been materially benefited by the individual help received.

The new manual training building purchased for the school this year has been a great factor in promoting interest in the wood work, and if possible, I should like to see the boys of this school given some extra time and special work in the shop. I believe that the plan now in vogue of having a certain number of problems to be completed in a given grade and the whole class engaged on the same problem at the same time is a very good one.

E. W. FRASER,

Principal.

BRYANT SCHOOL.

There is a tendency in departmental work to teach the subject rather than the pupil; to exalt mere knowledge in a way that is discouraging to the average beginner. This has been one of the criticisms launched against the high school which it has been unable to dodge and pass back to the grades. The reason for this lies in the fact that a maximum of time is used by the teacher when a student,

in scholastic preparation, and a minimum of time is placed upon methods of teaching. As a rule, the primary teacher is well trained, the secondary teacher is poorly or at least indifferently trained. Pedagogical knowledge seems to be in inverse ratio to the complexity of the need. This tendency of placing the emphasis upon the subject rather than upon the pupil, we are striving to discourage in our work in this intermediate department, and I think with more success as the years go by.

FRED D. KEELER,

Principal.

EMERSON SCHOOL.

The results of our year's work have been very gratifying along all lines. An excellent attendance, unusual interest among pupils and patrons, easy discipline and a spirit of loyalty have characterized the year's work.

The work in our manual training and domestic science departments is quite worthy of mention. While the work done in our shop this year may not be quite so pretentious as in past years when boys were left to choose their own problems, the interest under the new course has been equally keen and the work more accurate. I believe our present course should be commended for the sound pedagogical principles on which it is based. As an evidence of interest we have had fewer cases of absence among the boys on manual training days than on almost any other day during the year, not a single case of discipline has come from the shop to the office, and many of the boys have pleaded for permission to use the shop during the noon recess rather than to play games.

All that has been said of the shop work may be said of the domestic science, cooking and sewing department. Yet this will by no means prove that what might be termed hand-minded pupils are in the majority in our school. Art, music, and all cultural subjects have been pursued with a keen interest. What it all does go to prove is that our children are many sided, and capable of education along many lines. It is just as true that a healthy growth and development of the mind depends on a variety of interests as it is that the growth of the body depends on a variety of foods. I cannot agree with those who are advocating the narrowing of our present elementary school curriculum. I believe that such a course would tend to narrow the minds of children. Rather than make an effort to meet the criticisms of those who would make bankers, counting house drudges and bookkeepers of the children whom we are turning out of our elementary schools at the present day, it would seem more ra-

tional to use that receptive period in the child's life to give him an appreciation and an education which in after life will enable him to grasp and enjoy the blessings around him. While an elementary school prepares pupils for high school and a high school for college, that is by no means the purpose. The real purpose of any education should be to prepare the individual for life and the enjoyment of life in the highest and grandest sense.

I cannot close this report without a word for our worthy truant officer, Alma C. Clayton. The work done by him has been thorough and effective. He has been faithful and persistent, and his work cannot help but tell on the morals of the boys and girls who make such a position necessary.

MARY DYSART,

Principal.

ENSIGN SCHOOL.

The district has been free from any serious contagions. During the year there has not been a single case of sickness which resulted in the burning of a book. Epidemics of mumps and measles occurred in some rooms while others were practically free from them.

The school nurse has been a decided help in a number of cases that needed prompt attention and visits to the homes. In many instances it was impossible to persuade the parents to come to the school for conferences, particularly if they feared they might hear something unpleasant about their children. In such cases the nurse has made personal visits to the homes, and in most instances has accomplished the desired result. More frequent visits of the school nurses would materially improve this already excellent system of health preservation.

During the year the faculty has held several parents' meetings. They were well attended. Parents of the district seem very much interested in the school. They visit frequently and always seem to enjoy it. We did not organize a local parent-teachers' association, but had a representative appointed from the district to attend the general meetings of parent-teachers' associations.

We had few retentions this year. There were about twenty-five in the entire school, and most of these were in the first grade. Where it was found that a child was not doing his or her best, a note was sent early in the year, and much good was thus accomplished.

We have a number of retarded children who need special attention. Some are thirteen and fourteen years old and yet have reached only the fifth grade. Most of these seem to have average ability if

held rigidly to definite lines of work, but enough individual attention cannot be given them in general class room teaching to bring them up to standard.

When the new unit is added to the building a manual training room should be provided. In order to have a high grade of work in this subject a principal must give it just as much supervision as is given to any other subject. It is impracticable to do this when the class work is done in another building.

JOSEPHINE CHAMBERS,

Principal.

FOREST SCHOOL.

The Forest school has, in my opinion, just completed the most profitable year in its history. We, who have been connected with the school since the erection of the present building eight years ago, feel that the change from county to city school administration has decidedly been for the best good of all here.

Considerable adjusting was necessary during the first half of the year but extra effort was put forth by teachers and pupils and at the close we found that as many children had successfully completed their grades as during any previous year and we promoted to high school a class of fifty-two—twenty-five girls and twenty-seven boys.

The school has had an enrollment of at least seventy-five more than during any former year. Our thirteen rooms have been crowded, there being an average of forty pupils for each of the fourteen teachers.

The children in this district, for the most part, come from good homes. It is very rare that a child quits school to go to work and we transfer very few. The transient element, however, is increasing with the city's growth toward the southeast. The parents are loyal supporters of the school and there is seldom friction between the home and the school.

The parents have taken very kindly to the half-day sessions in the first grade, many of them assuring me that they consider this an improvement over our former plan of keeping these children until 2:20.

The sixth, seventh and eighth grade girls and boys went to the Hawthorne for instruction in cooking and manual training. The girls were delighted with their work and the younger boys enjoyed the manual training from the start but the older boys, because of lack of experience, had to take up sixth grade problems so were not so enthusiastic.

The introduction of handwork in grades below the sixth meant much to the girls and boys. They looked forward with delight to Wednesday. Mrs. Karrick very kindly gave us a generous share of her time at the beginning of the year and considering the lack of former training some very creditable work was done.

The girls and boys in the Eighth B class enjoyed the talks given by Mrs. Jennings and Captain Webb, this spring. I am sure their visits will result in more of our pupils entering the Salt Lake High School than at any time in the past.

DELLA PENDLETON,

Principal.

FRANKLIN. SCHOOL.

It appears that the school patrons of this district are coming to be more and more of the transient class. Many of the former property owners have moved to other sections of the city, and their former homes are now occupied by renters. These people, of course, move about much and the school attendance of their children is very often seriously interrupted. Of the eight hundred original entries in the Franklin school during the year just closed, less than three hundred, or less than thirty-seven per cent have belonged here during the entire year. Or stating it in another way, over five hundred of the eight hundred original entries in this school this year, or over sixty-two per cent, have belonged in this school only a fraction of the year. Of course many of these five hundred were just temporarily withdrawn, because of illness or other causes, and yet after making all due allowances for these, there still remains that large class of purely transient children.

Although I have commented in previous reports on the work of the ungraded room, still it has come to be so important a factor in our school that I feel impelled to mention it again. It has been the means of giving us an intimate acquaintance with the needs of many children such as was never possible to secure before. And it follows, of course, that when the needs of children are known we are in a much better position to furnish a proper environment for their growth and advancement than we could otherwise do. Many children have

received special assistance in the ungraded room which has enabled them to reach the standard in subject matter required for promotion, when without that special assistance they would have failed. The ungraded room is well worth while in this school.

The after school meetings held by our art supervisor for the teachers of the respective grades have been very helpful to our teachers. Several of them have attended these classes regularly, and their ability to secure good results in the subject of art has increased almost beyond measure. They very freely attribute this improvement to the help they have received from these classes.

F. N. POULSON,
Principal.

FREMONT SCHOOL.

The following is a report of the attendance of our 1 A pupils for the year:

	Total Enrolled	Withdrawn Belonging	
		6-12-14	
1 to 20 days.....	19	19	0
20 to 40 days.....	11	8	3
40 to 60 days.....	13	9	4
60 to 80 days.....	3	0	3
80 to 100 days.....	6	4	2
100 to 120 days.....	2	1	1
120 to 140 days.....	6	4	2
140 to 160 days.....	6	0	6
160 to 190 days.....	6	0	6
Totals	72	45	27

27 remained to end of year.

12 out of 27 attended less than half time.

6 out of 27 complied with the school law.

5 or more were orphans and 5 or more of the fathers deserted.

9 of the 27 mothers work, to support the family.

I made similar tables for our lower five rooms. The results may be shown (by comparison) by the following fractions:

Remained to end of year.	Attended less than one half time.	Complied with law.
1A—27-72	12-27	6-27
1B—24-44	10-34	14-34
2A—26-55	9-26	9-26
2B—39-70	27-39	22-39
3A—26-55	9-26	9-26

Our problem seems to be one of attendance. These children are not so slow, if they only attended so we could hold their attention and get their interest.

In spite of these conditions, we had only 50 failures and offset them by 24 special promotions.

May I suggest that we have greater need of bathing facilities than of playground apparatus, much as we enjoy the latter?

E. S. HALLOCK,

Principal.

GRANT SCHOOL.

The school work throughout the year has been characterized by an effort made on the part of the teachers to present the work of the various subjects in such a way as to impress the pupil with the idea of having an immediate purpose for what he does.

The interest in reading was stimulated by requiring a pupil each day in the several classes of the grammar grades to read some selection of his own choice to the class. In this way the home frequently aided in making the selection and also manifested an interest in its rendition. Each month a brief written report of some selection in reading was required.

Considerable interest was awakened in the work of the classes completing the subject of geography by requiring pupils to imagine themselves located in different parts of the world and writing to their homes giving a description of the geographic conditions of their imagined locations, together with the manners, customs, and vocations of the people.

The work in arithmetic has been materially helped by the use of the calculation pads. Many supplementary problems have been given within the experience of the pupils, and pertaining to the purchasing of the necessities of the home.

The manual training work has been of unusual interest to the pupils and much care is shown in the work of the several classes.

Music and drawing have received attention commensurate with their importance.

The school orchestra has been an inspiration along musical lines and has contributed much towards making our various programs a success.

W. D. PROSSER,

Principal.

HAMILTON SCHOOL.

It has been our aim and ambition throughout the year to raise our standard of scholarship and to make our classification closer. In line with this idea we studied our standards of efficiency, our methods of instruction, and the physical and mental equipment of our children. In each of these studies we met surprises.

Reading, language, and writing were used as bases in testing our standards of efficiency. We discovered that when the same work is graded by a group of teachers, it will seem to possess very materially different degrees of excellence. There was a maximum of thirty per cent difference in the value placed on the same effort. Even the average difference was great enough to justify very careful study. Material difference in standard, when it happens to exist between two successive rooms, produces a situation which neither the children nor the home is able to understand, and which, if it occurs in an upper grade is often the cause which blights a child's ambition and ultimately drives him from school. Having made this discovery, we studied to acquire a more common standard. It seems very hard, however, for teachers who have established a standard to change or greatly modify it.

In methods of instruction we found too great a tendency to take a narrow view of the purpose back of each lesson. There did not seem to be in the minds of some teachers a clearly defined idea of the relation which each lesson bears to the educational equipment we are seeking to have our pupils acquire. For example: One teacher gave as her purpose in a lesson in Nature on fur-bearing animals, this thought: To learn their names and something of their habits. Another teacher contended that this thought was incidental, that the big purpose was adaptation to environment, with the view of ultimately developing the idea that man, through his intellectual power has a very wide range of adaptability to environment.

We found either physical or mental reasons or both, for many cases of unsatisfactory work. Where it was possible we made such adjustments as we hoped would improve the situation. Here, however, we felt very keenly the need of some facility, if not more than a recitation room for special work.

Our year was saddened when the messenger of death entered our ranks and took from us our beloved fellow-worker, Mrs. Gussie May Baker. But hundreds of boys and girls and many now men and women who have sat under the ministration of this gentle woman, daily, by the nobler lives they live because of the undying influences for good of her life upon theirs, bestow upon the casket of their memory a flower for her. She was a good woman, we loved her, and we shall ever mourn her absence from us.

HAROLD J. STEARNS.

Principal.

HAWTHORNE SCHOOL.

Our original entries this year numbered 633. These with the transfer entries have necessitated double sessions in three of our twelve rooms and filled some of the others to capacity limits the most of the time.

The outlook for next year is that the numbers will make it impossible for us to have a grade higher than the sixth and there seems to be a problem in providing for all the lower grades. We hope it will not be many years before the second unit will be added to our building and we will be permitted to keep at home our larger and older pupils.

The Board of Education spent quite a generous sum of money to have our unused land plowed and harrowed and it is now under cultivation. It was divided into sections 50x120 feet and, in some instances subdivided and is being worked under the direction of Mr. Harwood and Mr. Reid by about twenty-four boys who are to have all that they can make the land produce. There are a great many weeds to be subdued, and we are not expecting too much this year but a good beginning has been made.

A new fence has been built around three sides of our lot. Not such an aristocratic fence as the Whittier has but a very neat, substantial fence, and for it we are grateful.

ELIZABETH V. FRITZ,

Principal.

IRVING SCHOOL.

Aside from striving to carry out the course of study faithfully, the teaching force of the Irving school attempted three distinctive things, viz: (1) the school senate, which was an effort toward student

body self-government, and which has been described in a former report; (2) a course of reading for the teachers; and (3) a special course in ethics for all pupils in a specified way. The last two will be explained a little in detail.

The course of reading consisted of professional books. The teachers and principal read two or more books each during the year. The following books and monographs were read: Education for Efficiency, Elliott; Vocational Education, Snedden; Vocational Guidance of Youth, Bloomfield; Ethical and Moral Instruction in Schools, Palmer; Moral Principles in Education, Dewey; Changing Conceptions of Education, Cubberly; The Normal Child and Primary Education, Gessell; A Guide to the Montessori Method, Stevens; The Montessori Method, Montessori; Pedagogical Anthropology, Montessori; A Text Book on Educational Psychology, Henderson; Some Silent Teachers, Harrison; Leonard and Gertrude, Pestalozzi; Emile, Rousseau. The Century of the Child, Ellen Key; and others.

During the year each teacher read a paper before the teachers at the Monday Building Meeting, setting forth the benefits she has derived from her reading. It cannot be denied that teachers, who read two professional books a year, carefully enough to review them are made stronger thereby. They keep abreast of the profession, receiving suggestions, for their every day work, and absorbing an enthusiasm that is invaluable.

In the way of ethical instruction, the following plan was devised and partially carried out. Each child made a blank book of drawing paper, covered with colored construction paper, and sewed with raffia. This book was labeled, "The Irving Book of Good Deeds." To fill this book with suitable clippings, the children kept up a vigorous search of the newspapers and magazines. Not items of interest, but items illustrating good deeds only, were acceptable. Once or twice a week the class read from their books. The teacher sought, by questioning, to secure from each pupil an expression of the ethical teaching of the item read.

The weakness of the plan was that many pupils could not find items. This was especially true of those children whose homes are devoid of reading matter. One girl in the fifth grade, however, collected over 150 clippings. There was a commendable interest in this work on the part of the pupils, because it demanded self-activity. There was no preaching on ethical subjects; the items were allowed to teach their own lessons.

J. CHALLEN SMITH,

Principal.

SUPERINTENDENT'S REPORT OF THE
JACKSON SCHOOL.

The grading of the school has been as thorough and satisfactory as could be made under existing conditions. The grouping together of a number of pupils of equal mental and physical vigor is a potent factor for good in modern school work. It is quite evident that pupils grouped or classified on this basis will not remain long on an equality and that it is, therefore, necessary to readjust them often. To compel any considerable number of pupils to remain in the same class for a year or more, regardless of their abilities, is manifestly unfair and unjust to both the brighter and duller of them. On the other hand, too frequent changes would be ruinous to any system of grading. In my opinion we have struck the golden mean. Twice a year at the end of each semester are promotions and reclassifications made.

Thirty-two regular teachers' meetings have been held during the year. The attendance has been prompt and regular on the part of the teachers.

I have spent nearly all my time in visiting the teachers in their respective rooms, inquiring into, and assisting in the classification of pupils, examining school work and methods, observing the discipline, and advising with teachers on these subjects. I have been frank and outspoken in making friendly criticisms and I believe they have been received in the spirit given. The earnest effort and prompt action on the part of those whose duty it is to arrest the spread of contagion in the schools, have reduced sickness in our district to a minimum.

The boys have shown much interest in the manual training and I hope at some early date the boys of the fourth and fifth grades may have the privilege of taking up this work.

Our well-equipped kitchen and our splendid teacher, Miss Corbett, have aroused a great desire among the girls to do their best in the line of domestic science.

W. S. RAWLINGS,

Principal.

JEFFERSON SCHOOL.

The nurses sent out by the Board of Health, have accomplished much good but we are looking forward to the time when the Mayor of the city and the Honorable Board of Commissioners will grant the petition recently sent to them by the principals of the city schools, asking for more frequent visits by the nurses. This, in my opinion,

is highly essential to the welfare and happiness of all of the schools. Daily visits would be ideal, but three times per week will help amazingly. To be sure, this will require more nurses, but the money necessary will be well spent. In this connection it may be proper to note that the "fly agitation" was helped on by the nurses. Our manual training boys made many fly traps, and we sold to the pupils seventy fly traps, delivered to our school by the Board of Health. Two of our rooms did especially well. In fact, two of our teachers took prizes. Miss Ida Roberts secured first prize in the city—a trip to Yellowstone Park—and Miss Rose's pupils won for her the second prize of fifteen dollars in cash.

Mr. Clayton's work has been up to the usual standard of efficiency the past year. The system would certainly be the loser were he to drop out. We need him and certainly appreciate the promptness and business-like manner which characterize the work in his department. His influence over boys grows stronger year by year.

We are, no doubt, fast approaching the age of industrialism in education. On a recent visit by Dr. Whitney to our school, he made a remark which impressed me very strongly, so much so that I decided to incorporate it in this respect. He said: "I believe all boys should learn to iron. They should at least be required to learn to press their own trousers." When asked why he thought so he replied: "It will do more than almost any one thing to cause the individual boy to take a pride in his personal appearance and until he reaches this stage, he will not amount to much." I have tried to quote the doctor's language. I am sure I have expressed his thought, and I am convinced he is right. This is exemplified in the effort of the nurse and of the teachers to arouse an interest in clean hands, and in some instances the teacher has gone so far as to encourage the boys to wear neckties. It is really noticeable, that many of these boys are "picking up" and are really succeeding in their work because of these things. The slouch is always indifferent to everything and his school work is likely to suffer.

But to come back to the ironing proposition. In the manual training room the boys in certain classes make ironing boards, or sleeve boards, and the question naturally arises in my mind, "why should not the boy be taught to press trousers in the shop? Why could it not be incorporated as a part of the manual training course?" I feel sure that in the Jefferson school, at least, under the guidance of Miss Hutchinson, whose work in the regular manual lines has been first-class, the ironing would be highly successful and I wish that she might "try it out" in one of the classes next year. The boy takes more interest in the article he is making in the shop if he knows he

can use the article himself. Boys prefer to make those things which are useful and do not care particularly to make something "just to look at." Can't we adopt this idea of the doctor?

Our spelling continues to improve. There is still probably room for improvement, especially in the manuscript work. The good results are due, in a measure, to the minimizing of the number of words to be taken and then concentrating upon those. We are benefiting in other subjects, language for example, by the injection of the idea of the "minimum course." Regarding the spelling, however, I wish to say that we do not teach syllabication as it ought to be taught, that many of our teachers have received their training from a "sight speller" and do not realize the importance of the sense of sound but are inclined to lay all the stress upon visualization (which is wrong), and further that some of them are probably ignorant of the subject of phonics. We should have more attention to these ideas in upper as well as lower grades. I shall hail the day when a simple course in word-analysis (including prefixes and suffixes and derivations of important words) is outlined for seventh or eighth grade pupils, not to take the place of spelling as a subject, perhaps, but rather to supplement it. It ought to be a help in language as well as in spelling, especially in the choice of words, the enlargement of the vocabulary, and the real grasp which it would give the individual in his general reading.

W. J. McCOY,

Principal.

LAFAYETTE SCHOOL.

The total enrollment in the Lafayette school for the year 1913-1914 is 1,142—559 boys and 583 girls, 88 of them being neither absent nor tardy during the year.

The work accomplished by the teachers during the year has, in my opinion, been of a very high order. We have tried to give much emphasis to the fundamentals of all subjects. Especially has this been true in language work, both oral and written. It has been my pleasure to hear each individual pupil in the building give an exercise in oral language work. The oral language has strengthened the written composition work.

Eighty-one pupils were promoted to High School, the class being an exceptionally strong one. It is also gratifying to know that ninety-five per cent of these pupils expect to enter high school in September



Girls in "middles" made by themselves in sewing class, Lincoln School

Miss Carlson, the school nurse, and Mr. Clayton, the truant officer, have rendered us much valuable aid during the year. It would mean much, in my opinion, to the efficiency of "the health inspection" of pupils if the school nurse could visit the school three times a week.

The work of supervisors has been most helpful to pupils and teachers.

J. H. COOMBS,

Principal.

LINCOLN SCHOOL.

Industrial education in the schools is the greatest need of the modern city girl and boy, for the home with its present limitations must of necessity eliminate many of the once universal duties which developed the child and enriched his experience beyond our ability to estimate. The schools are realizing their responsibility in this respect and we hope, each year in the Lincoln school, to do more and more of the educative handwork which the home is unable or unwilling to accomplish. With your kind permission and encouragement we were able, this year, to do more than the present course of study requires and it was possible to teach cooking, for example, as far down as the fourth grade. We feel that the gratifying results obtained amply repaid us for the small outlay in money and extra labor. Girls of the fourth grade are not too young to learn the relative nutritive value of various foods and the most effective way to prepare them. The results in sewing, too, have been the most satisfactory we have ever had for though at one time our eighth grade girls made dresses for themselves, it was considered rather difficult work and was advanced to the high school curriculum—this year our sixth grade girls in a half year's course each completed a dress for a small child and a middy blouse and cooking apron for herself. Of course, all this work was not done in the one hour per week allotted to sewing in our course of study; great interest was aroused in sewing and the girls came to school early and stayed late. This entailed extra work and planning upon the already over-burdened teachers but they gave the time and effort cheerfully for they felt that the girls were getting skill and efficiency that would help them throughout their lives in economical home management.

In this connection of learning to get the greatest good with the least expenditure of money and energy, let me speak of the excellent work our district nurses are doing in the schools and in the homes. Their Girls' Summer Clubs are very comprehensive in their scope and admirable in their plan, and I should like to recommend to you that

the public schools join with them in holding a summer school in each of the west side buildings—the Board of Education furnishing the teachers for civics, physical education, cooking, sewing and handwork, including shoe-repairing and the nurses have charge of the courses in home sanitation and the care of babies. Such a school would do much toward making the girls and boys into useful citizens, teaching them to appreciate the advantages of our democratic society and how to make the best of their leisure as well as their working hours.

So much has been said and written on the futility of the spelling grind and the utter impossibility of the average child ever learning to spell the fifteen thousand words in common use, about our scholarly people who are deficient in spelling and our bright pupils who cannot compete with our dull ones in this wholly unnecessary branch of the curriculum, that we had almost come to believe that spelling was one of the unfathomable mysteries of modern civilization and that it was of no use to attempt the getting of uniformly excellent results. The past two years have proved conclusively that concentrating on a definite assignment of a limited number of words, visualization and application will give wonderful success even in spelling. "A little laid out and that done well" has been the motto in every grade and the excellence of the results has exceeded our expectations. Dr. Rice says that where the spelling faculty was weak, perfection in spelling could not be attained if only one thousand words were taught in an eight-year course. We have proved that one thousand can be learned in a half-year if school spirit, class spirit and interest at home and at school be stimulated to the point where spelling is no longer a "grind."

EVELYN REILLY,

Principal.

LONGFELLOW SCHOOL.

We have followed carefully the course of study and the special instructions issued by the department of supervision. I count the year's work a success but I have noted a falling off in those departments in which there was no special supervisor or where the supervisors were serving only half time.

We feel indebted to the department of supervision for much help and for many suggestions which have been potent factors in our success.

A. B. KESLER,

Principal.



Girls wearing aprons made by themselves in sewing class, Lincoln School

LOWELL SCHOOL.

We have missed the advantages of the ungraded room this year. During our two years' experience, we found it to be a great help in evening up our grades and in giving assistance to those who needed special help. This year we were unable to continue the work on account of a shortage of teachers, but trust that we shall be able to resume the good work next year, as an ungraded room seems to be a real necessity in every large building.

In the past we have held meetings with our patrons from time to time but we have not effected an organization in the Lowell district until this year. Early in the season, we called a meeting and organized a Parent-Teachers Association. We held meetings once a month and discussed matters of greatest interest to the cause of education. Besides the general discussions of educational questions, we had addresses from some of the leading speakers of our state. The attendance was not very large to begin with but it gradually increased and the interest and enthusiasm were quite marked. Our final session was in the amusement hall where refreshments were served and a general good time was had.

This is the first year that we have had the advantages of the trained nurse in our school. Twice per week, Monday forenoon and Thursday forenoon, Miss Karlsson has visited us. Passing quietly through the rooms, her keen eyes have detected symptoms of disease that the less practiced eye would have overlooked. Many a child has been brought to the principal's office where a closer examination has, no doubt, prevented the spread of disease. In addition to the good work done in the school room, visits have been made to the homes where wholesome instructions and kind advice have been given to the parents. As a consequence, more attention to adenoids, swollen tonsils, etc. has been given.

WM. BRADFORD,

Principal.

ONEQUA SCHOOL.

We have had a most remarkably healthful year. There has been a minimum of contagious diseases among the pupils. The credit for this is largely due to the excellent work of Miss Lees and Miss Roberts, our school nurses. In this connection it gives me pleasure to report that both these ladies gave valuable assistance during their

visits by assisting in establishing and maintaining increasingly better habits of cleanliness among the pupils. The teaching corps, too, has enjoyed unusually good health.

J. FRED ANDERSON,

Principal.

OQUIRRH SCHOOL.

The Oquirrh school is located in a portion of the city, which is rapidly being invaded by hotels, flats, and apartment houses; therefore, there is a large school population which is more or less transient. It follows that the matter of classification of so many transients becomes quite a problem. A considerable number of these children are direct from foreign countries. It has been interesting to note how quickly these foreigners acquire the ability to speak, read, and write the English language. In a few cases, they have not only learned a new language, but they have become leaders in their classes. This is due, no doubt, to their keen desire to learn, and their intense interest and application. Then, too, they seem to appreciate to the fullest extent the wonderful advantages afforded in our splendid school system, with its free books and supplies. Without going into too much detail, there is a valuable lesson in all this, both to our American youth and to their parents. There is much value to our buildings, books, apparatus, and wonderful teaching corps, but what can take the place of the power of desire, and the initiative on the part of the child? The percentage of our American youth who live up to their highest possibilities, environment considered, is too low. There is here a wonderful opportunity for co-operation between the home and the school. Parents can do much and should do more to lead their children to appreciate what is done for them and also what it means to make the most of their opportunities and time. Youth is the time to learn and earn. The best economy of time is to use it wisely.

Never before, since I became a principal in this school system, has there been greater efficiency, or greater accomplishment both as to quality and quantity of work done. This has indeed been a profitable year for the children; still, how quickly has it passed.

Our record of attendance and punctuality has been of high order. The average per cent of attendance for the year is 95.9, and the average per cent of punctuality is 99.9. This is due, in a large measure, to the watchful care of both teachers and pupils.

In Miss Ensign's room, the record for punctuality is 100 per cent for the year.

OSCAR VAN COTT,

Principal.

POPLAR GROVE SCHOOL.

With the better understanding of the home conditions of the children comes a desire on the part of the school to encourage and assist children in taking an interest in the activities of the home. This assistance took the form of giving school credits for personal hygiene and home work. The credits given did not in any way, as credits, affect the child's standing in reading or in any other school subject; but were simply recognition by the school of activities carried on in the home. These credits were recorded on a special form and affected the child's standing in his school only indirectly.

Our hopes for success in this undertaking were based on the belief that the mere recording of desirable home activities, together with the approval and encouragement of parents and teachers, was in itself a powerful stimulus in children to increase those activities. No artificial incentive, such as prizes, was attempted. It was, of course, optional with the parents whether or not the record should be kept.

The ungraded room, which was established in our building during the second semester, has served an excellent purpose. It is here that the "plodder" or the "misfit," from whatever cause, has found an environment more nearly suitable to his needs and as a result of greater individual help has made much more rapid progress than was possible in the regular class room. I hope that next year it will be possible to have a special teacher for this ungraded work.

A very interesting event of the year was the examination of the teeth of our school children by the Dental Society of Salt Lake City. The examination was conducted under the general direction of Dr. Earl G. Van Law and the result of each examination was recorded in triplicate form. One of these charts was sent to the parent, one to the medical society and one was kept by the school. It is evident that the information obtained will be of great value to the school as well as to the parent. The following table shows some of the more important conditions as revealed by the examination:

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
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Condition of Mouth—

Good	20	17	11	3	16	13	8	13	101
Fair	28	29	40	20	15	27	19	9	187
Bad	22	22	13	9	10	4	4	1	85

Condition of Gums—

Good	28	21	26	2	13	6	13	9	118
Fair	33	26	31	27	19	33	15	12	196
Bad	9	21	7	3	9	5	3	2	59

Use Tooth Brush—

Yes	26	19	11	4	12	3	17	17	109
No	44	49	53	28	29	41	14	16	264

Cavities—

Yes	68	51	56	31	33	42	24	21	326
No	2	17	8	1	8	2	7	2	47

Teeth Filled—

Yes	5	7	4	2	6	13	10	9	56
No	65	61	60	30	35	31	21	14	317

I am pleased to report that we have made substantial improvement in all subjects taught; especially is this true in reading, writing, arithmetic and spelling.

J. T. WORLTON,

Principal.

RIVERSIDE SCHOOL.

The year just closing has been full of interest and profit. Closer supervision has been profitable to teachers and children alike. A more determined effort has been made to reach the individual child, and as a result a more careful study has been made of his wants and capabilities.

The most marked progress has been made in spelling and arithmetic, while language has followed a close third. We believe this is largely due to the definite outlines that have been furnished by your office.

D. R. COOMBS,

Principal.

SUMNER SCHOOL.

During the year just ended, we have had nine hundred and forty-three original entries at Sumner school, and eighty-eight transfer entries, making a total enrollment of one thousand and thirty-one. The enrollment has been heavy in the primary grades; indeed, it is a question where so many little folks come from. I believe the esti-

mate of last year was about ninety beginners, but by the close of the second day we had one hundred and thirty, and eighty enrolled for kindergarten.

I hope the day is not far distant when the ungraded room will be a permanent part of every school, and I hope to see it restored to Sumner for the coming year. There is great need for it. The age in the upper grades is rather above the average, and I feel that these older pupils should have the benefit of the extra help that an ungraded room would afford.

We have been compelled at this time, to retain an unusually large number of pupils in certain grades, who might, I feel very sure, have made good, had there been that opportunity for extra attention and assistance. A number of these pupils are planning to attend summer school in order that they may progress with their classes next year.

Another thing that would greatly benefit our over-age pupils, is provision for additional time for manual work. The work in both shop and kitchen has been excellent this year, and the interest has been unmistakable, but patrons and pupils are asking for more time. The shop is open less than a day and a half each week, which is not long enough for a building of this size with active boys anxious for the work. In order to extend the work through our sixth grade we had to cut the time in both classes, to one hour.

May we not hope for additional time in both shop and kitchen for the coming year? Enough time for a couple of special classes would be of great value to some of the over-age, retarded pupils in the primary grades.

Much interest was aroused by our competitive work in spelling, and I believe it was productive of good results in more ways than one. In fact, I believe our work has moved forward in several lines, although much still remains to be done.

GRACE E. FROST,

Principal.

TWELFTH SCHOOL—(ATYPICAL CHILDREN.)

Any analytical and comparative investigation of the question of special-class training for atypical children—as also of special-class education for typical children—will present two imperative demands, neither of which can be slighted. They consist of the double necessity of reasonable economy in administration and of satisfactory efficiency in education.

Of course, the first demand, of economy, must not be exaggerated by the school administrator from his proper business of dollars and figures, and, also, the second demand, of efficiency, must not be over-emphasized by the school supervisor from his proper business of psychology and pedagogy. However, temperately and justly viewing the question in the aggregate, will probably result as follows:

On the one hand, commissioners of public education may perhaps be compelled to take the position, for the sake of economical administration, that the educational efficiency of free public school training for atypical children, at least for the present, cannot be made quite so high and satisfactory as that for private schools for such children, where tuition is charged; while, on the other hand, administrators of public education will no doubt, sooner or later, be compelled to accept the position, as they are generally beginning to do now, that the per capita cost of special-class training of atypical children, for the sake of educational efficiency, must of necessity and ought of right to be very much in excess of that of the majority of typical children.

In attempting to answer the comparatively new question of what should be the per capita cost of special-class training for atypical children, we may expect to find some assistance by examining well established and generally accepted practices in various fields of human activity.

In the educational field we find facts like these: The annual per capita cost of Utah State University students is just double that of the Salt Lake City high school pupils. The per capita cost of the Salt Lake City high school pupils is more than twice that of the elementary school pupils. The per capita cost of one of the smaller common schools in the suburbs is nearly two times as much as that of the other elementary schools in the city. Not only is the per capita cost of certain departments in the high school very much in excess of that of other departments, but, also, the per capita cost of certain groups of pupils in the high school greatly exceeds that of certain other groups. The per capita cost of general maintenance (not including expense of building, alteration, repairs, and equipment) at the State Industrial school is three hundred per cent of that at the State university; five hundred and fifty per cent of that at the City high school; and one thousand two hundred per cent of the per capita cost of the elementary schools of Salt Lake City. The per capita cost of the State School for the Deaf and Blind largely exceeds that of the State Industrial school. Thus the fact that there is a very great disparity in per capita cost for the public education of different classes of children, is as much of a common-place matter as the fact that the price of a man's hat is very much in excess of the price of his hand-kerchief.

It is prominently observable in the fields of religion, ethics, philanthropy, business, and politics, that, never before in the history of the world was the sentiment so nearly universal, expressed by the words, "I am my brother's keeper." Never before was mankind so generally responsive to this great truth: Contrary to the common practice in the animal world, where the wounded are either ostracized, killed, or devoured, the spirit of humanity so touches "the better angels of our nature" as to bring forth special help and sympathy for those unfortunate ones whose suffering arises from conditions that lie beyond their own control.

It is, of course, true, that, under a certain uniformity of conditions, justice demands that quantitative distribution of help be made on a basis of mathematical impartiality. But this principle is only a minor one, a mere corollary of the following major principle: Under certain diversities of condition, justice demands that quantitative distribution of help shall be made, not on a basis of mathematical impartiality, but upon the basis of the relative exigency of individual need. That this latter principle is now universally recognized, is well illustrated by preceding exemplifying data selected from various fields of human activity. The misapplication of the former principle, failing to recognize that its per capita impartiality requirements do not apply where there is an essential difference in conditions, has strewn a stream of sorrow down through the history of mankind. In this age and in this country, there can be no question as to which one of these two principles of justice shall determine the per capita cost allowable for the special-class training of atypical children, unfavorites of fortune as they are.

There is only one other principle of justice, still higher in the category of rank, which can ever rightly supercede the above major principle. This other, maximal principle of justice consists in this, that the essential needs of society take precedence over the needs of an individual member of society. Judged by this criterion of truth, the atypical child still stands on the same plane as before. The accumulated experience of the last decade has made it a truism to those acquainted with the facts of these recent investigations, that, to make special and adequate provision for the training of temperamentally backward children, is nothing more than the applied wisdom of sociological sanitation.

GEORGE SNOW GIBBS,

Principal.

SUPERINTENDENT'S REPORT OF THE
WASATCH SCHOOL.

In my yearly report of the Wasatch school, herewith submitted, I shall name only those contributory factors to the success of the year's work which stand out prominently.

The greatest of these, without doubt, was the splendid service rendered by a splendid loyal corps of teachers who were unitedly interested in the entire school's welfare as well as in one particular grade.

Added to this were almost perfect physical conditions—lighting, heating and ventilation, with no room crowded beyond its ventilation capacity.

In this connection I cannot speak too highly of the plan of having regular visits from the nurse, whose skillful attention to small matters prevented, without doubt, the more serious illnesses, from which our school was nearly free.

A good feeling of co-operation among the patrons of the school was also a helpful factor in bringing about better habits of study and concentration.

Our parents' meetings were well attended, were enjoyed socially, and were on the whole beneficial to the school and the home.

ETTA POWERS,

Principal.

WASHINGTON SCHOOL.

The active co-operation of the City Board of Health with the schools in providing nurses to visit the buildings at regular periods and inspect the children in attendance, has contributed, as was to be expected, in sustaining good health and preventing the spread of contagious disease among children. I cannot remember any year before when there has been so little sickness in the district as there has been this year. The helpful advice of the nurse to teachers and to parents has been fruitful in the good health among children.

Permit me to commend the systematic plan and outline of work provided in the manual training department for the past year. The requirement of exactness, and the care and pains in finishing and polishing some of the larger pieces is the best we have ever had. The maintenance of a high standard in accuracy is highly commendable. With some boys this has not been popular, but most of them are highly pleased and justly proud to find their finished article better than many similar ones offered for sale in the furniture stores.

Most boys like to work in the shop and frequently are found as early as eight o'clock in the morning waiting to get in and work before school opens. To get a shop full of boys before 9:00 a. m., or after 3:30 p. m., or at noon, the teacher has only to offer the invitation.

I think we should provide more work in the shop, oftener than one period a week, especially for some types of boys, the motor type. These are educated by training the hand rather than through reading a book. Nothing will popularize manual training more than more of it. Last year we had two boys break into the shop one Saturday. No tool or other article was missing when they left. They came to work. When our best behaved and most law-abiding boys will go to this extreme, they are certainly interested to say the least.

H. B. FOLSOM,

Principal.

WEBSTER SCHOOL.

While in the high school I was forcibly struck with the greater number of "baby mistakes" habitually made by so many of the students in their written compositions. In nearly every instance wherein I looked the matter up the student knew full well where to use and where not to use capital letters, periods, commas, interrogation points, quotation marks, and the like and he also knew which words or forms of words to use to indicate gender, tense, number, and so on, but as a matter of habit he continued in mistakes of these very simple, but extremely important matters. The pupils had been taught to know the correct usage, but the habit of doing the correct thing had not been fixed as it should have been by the time the pupils reached high school.

A number of tests along this line in our school last year indicated that papers written by fourth-grade pupils contained the least number of these simple mistakes. Those of the fifth grade were not up to the standard of the fourth grade and those of the sixth and seventh grades were about on an equal with those of the fifth grade. The papers showed a good growth in power of expression from grade to grade, but in the simpler things under consideration we found almost no improvement. The children knew better, but they did not do better. Our tests demonstrated that while the imparting of knowledge in the lower grades was well done, the drill and checking in succeeding grades was more or less neglected and through this neglect the pupils were becoming more and more fixed in habits of which the high school teacher has just grounds for complaint. It has been our

special aim for more than a year to check up more closely on the simple "baby mistakes" with the view of getting the boys and girls to keep doing the correct thing after they have been taught it.

D. W. PARRATT,

Principal.

WHITTIER SCHOOL.

Last year the average number of pupils belonging was 502. This year, the records show an average of 646.7; making an increase of 144.7 for the year. We have received by transfer, during the year, seventy pupils and have withdrawn by transfer only twenty-eight. We have received also a large number of children from outside of the city, and next year there will likely be a greater increase, since that part of the county adjoining the Whittier district on the west was recently annexed to the city. At present there are sixty-one new houses in course of construction in this district, and I fear that by next September, it will be necessary to use some rooms of the old Waterloo school.

It is to be regretted that school buildings are not used more hours of the day and more days of the year than at present. I am not advocating more work for teachers, but more teachers for work that seems so important. It would be a great benefit to the community if one or two rooms could be used for night school, where pupils could get suitable direction in the preparation of their work for the next day, and those who find it impossible to attend day school, could get at least the rudiments of an education. It would be a decided advantage to retained pupils, and those capable of doing additional work, if one or two teachers could be employed to do ungraded work, during the summer months. A summer course in agriculture and shop work would be of inestimable value in this district. The school will realize its function as a social center, only when it can supply the needs of the community during all seasons of the year and all hours of the day. I am sure that this work could be so organized that patrons and pupils could have free access to the building and grounds without adding materially to the total cost of operating the school. The old Waterloo school building could be used to advantage for these purposes.

It is gratifying to note that during the last two or three years there has been a decided improvement in what we may term the "mechanics" of school work. We have been emphasizing the importance of form, neatness, and accuracy. Our teachers have been pains-taking in supervising and correcting all of the written work required

of pupils. The results are indeed creditable. Our pupils are learning to be careful and systematic, and are able to do better work and more work in a given time than heretofore. In bringing about this condition, we have received much valuable help from the supervisors. Miss Qualtrough and Mr. Child have been untiring in their efforts to aid teachers in this line of work. Their suggestions and co-operation have been most valuable.

MARK C. BROWN,

Principal.

SCHOOL ACCOMMODATIONS.

1. New Buildings Needed.

Perhaps there is not another city in the country equal in size to Salt Lake, or larger, in which the school buildings are better in structural excellence or better suited to school needs, and there are comparatively few places in which school accommodations are more ample. And yet, if we consider those rooms not well suited to school purposes and give serious attention to those buildings that are overcrowded, and further, if we take into consideration our present and immediately prospective needs in parts of the city where the population is growing at an unprecedented rate, we are forced to recognize that the Board of Education in its effort to provide adequately for the pupils, has as large a problem before it as has confronted any previous Board in the last two decades. The fact that a like condition obtains in nearly every progressive and growing city does not simplify our condition or lessen our difficulties.

The public demand for well-constructed and rather expensive school houses; for increased facilities, such as kindergarten, manual training and domestic science rooms and equipment; for auditoriums, gymnasiums, and swimming pools; for large, well-lighted corridors and cloak stalls; for sanitary toilets and adequate heating plants located outside the main structure; for ventilating systems that are at once ample in size and effective in kind; for large and well-equipped

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playgrounds properly supervised; and for other modern though costly conveniences, imposes new problems that challenge all attempts at a satisfactory solution with present revenues measured on maximum rates of taxation provided by law.

The total fund available yearly for building purposes is insufficient to provide adequately for the increase in population. For this purpose the Board receives approximately \$100,000 each year. This amount will pay for the construction of a building that will care properly for not over 700 pupils. But the increase in enrollment is usually several hundred in excess of this number. Last year the enrollment increased 1646. The resulting condition is evident and the situation needs our most serious attention.

There is an immediate need of new buildings in several parts of the city to care for the rapidly growing population and to relieve adjoining buildings or districts. As most urgent the Emerson must be named. Here conditions are such that a delay of more than a year would seriously impair the quality of the school work, as it would probably necessitate half-day sessions above the second grade. With the transfer of 200 pupils, or more, to the new high school building, where a few rooms will be opened for elementary grades, satisfactory work for the next year can be done, but a new building in the territory lying east and south of the Emerson School should be ready for occupancy by September, 1915.

The new high school building can also admit several hundred children from the Hamilton and Webster districts. This relief ought to reduce the enrollment in the Hamilton to the normal capacity of the building. With these transfers and changes, the Webster will be able to receive a limited number of children from the Training School.

However, as the high school building can surrender the use of rooms for elementary grades only temporarily—perhaps not more than a year—permanent relief in this part of

VIA REGIA
NATU, OVORI

the city must come soon. A building on the site at 7th South and 13th East ought to be ready for September, 1915.

Next in order the Poplar Grove district should have attention. The small eight-room building located in this district is already crowded, and another building or unit, at least equal in size, should be constructed within the next year.

The three buildings just mentioned should be erected in the order named, and four other buildings located in the southeastern part of the city will be needed within two years, if our pupils are to be properly accommodated. The location of the four buildings should be about as follows:

- (a) One on or near the "Moon" site on 15th East near 12th South.
- (b) One in Highland Park.
- (c) One in Forest Dale, or just north of Forest Dale.
- (d) One between State and 8th East, and 6th and 10th South.

The building on or near the "Moon" site would care at once for the Irving population and give relief to the Forest and the Emerson. The Irving building should not be used. It is both unsafe and unsanitary. Highland Park, a beautiful and growing suburban residence district, is so far removed from all buildings as to make it a hardship for children residing there to attend school at the present time. A four-room unit for their benefit should be erected. An additional building, or unit in Forest Dale would furnish needed relief there and would also draw children from the Hawthorne and Whittier, both of which are crowded. Between 9th and 10th South (four blocks), and State and 5th East (the two latter being paved streets) is a large district that is building up very rapidly. At present the children residing here go with some inconvenience to the Jefferson, the Sumner, and the Whittier.

An additional eight-room unit or building is needed in the Onequa district. This school is now crowded, the population is increasing rapidly and adjoining schools can furnish no aid.

A two-room structure on the Hamilton site for the kindergarten and domestic science classes should be built for these departments. At present, the kindergarten children in the Hamilton district are not provided for and the girls must go to an adjoining school for domestic science work. The building should be similar in type to those erected on the Oquirrh, Webster, Franklin, and Jackson grounds for like purposes.

Summary.

During the next year three buildings should be constructed; namely, in the Emerson district; at 7th South and 13th East; and in the Poplar Grove district. The cost will not come under \$250,000. By the close of the following year the four others listed for the southeastern part of the city should be built, a unit to the Ensign should be added, and an eight-room building or annex in the Onequa district should be constructed. The cost, including necessary sites will reach \$500,000. The total is enormous; but the need is urgent, and the cause is worthy.

II. Basement and Recitation Rooms.

In general, basement rooms with floors below ground level are unsatisfactory. Even with liberal window space the light is usually insufficient, and the heating plant in some cases is objectionable. Ventilation is usually inadequate. The use of such rooms ought to be discontinued as fast as the Board can afford to construct new buildings to take their places.

In the meantime, however, more and better light should be provided, and the ventilation should be greatly improved. Even though considerable expense would be entailed these improvements ought to be made. It is but reasonable to believe that the poor light in some of these rooms impairs the eyesight of children, and the impure air so frequently discernible is likewise injurious to their well-being.

I recommend that indirect light, or its equivalent in quality, be provided in all cases where electric light is necessary. My reasons, I am sure, are obvious.

Electric fans, or some similar and equally effective device, should be installed for many of the basement rooms and for practically all of the so-called recitation rooms. While immediate effects of poor ventilation may not always be noticeable, serious results are inevitable.

The Board's plan of eliminating this type of room from all new buildings is to be commended most highly.

About twenty smaller rooms located on different floors in the various schools and known as recitation rooms are in constant use. Nearly all of these are well lighted and most of them are properly heated, but the ventilation is poor. Incidentally, another objection to the use of these rooms as regular classrooms is the fact that they are comparatively small, each one seating only twenty or twenty-five children. And yet each of these small groups requires the attention of one teacher. The pupils in three of such rooms now under three teachers, could be handled more effectively under two teachers in two good rooms of normal size. With rooms, therefore, of usual dimensions, a reduction of six teachers would be possible. This would mean about \$4,800 a year.

I list below such rooms (chiefly basement and recitation rooms) as need the attention of the Board of Education. In many cases improvement could be made at moderate cost.

Bryant.—In room 3 the light is inadequate owing to the near proximity of a tree.

Emerson.—Rooms 15 and 22 are unsatisfactory as to size, ventilation and light, but as the use of these rooms is probably temporary only, I take it that immediate improvement is not necessary, especially in view of conditions that obtain in other buildings. Room 19, however, will probably be used permanently as a class room. While the quantity of

light cannot easily be increased, owing to the shape of the room and the limited outside wall space, attention should be given at once to the ventilation and the insufficient heat. Exit facilities, in case of an emergency, are not adequate on the upper floor of the old building.

Franklin.—While basement rooms are always undesirable when located below the ground level, this is especially true in the Franklin. Rooms 1, 2, 3 and 4 are unsatisfactory as to ventilation, light and heat, and ought to be vacated as soon as possible. For the present, ventilation could be improved by placing an electric fan at some convenient point, in order that the volume of fresh air might be increased. Indirect electric lights ought to be installed in these rooms. Room W (10 feet by 18 feet) needs better ventilation and more heat.

Forest.—The basement rooms in this building have nice high ceilings, but the windows are below standard in size, and the light on cloudy days is insufficient. The indirect electric light should be installed for use when occasion requires. The middle room on the east of the upper floor needs better ventilation. The light in this room is fair only.

Fremont.—While the Fremont building presents a handsome appearance from the outside and most people are led, from this point of view, to conclude that it is a conveniently arranged, modern structure, the facts are that hardly a room within the building is well suited to school work. In the main, ventilation is insufficient and light is inadequate. I recommend that the indirect plan of light be provided throughout, with the possible exception of two rooms, and that the ventilation be improved.

Grant.—The Grant is similar to the Webster in the general plan of construction, and the same general observations apply here. The room in the northeast corner of the basement needs better ventilation and more light. Rooms 5, 8, and 15, 1st, 2nd and 3rd floors, respectively, occupying

similar positions near the middle at the north side, receive no direct sunshine at any time during the day, owing to their location. No. 5 needs the indirect electric light and increased ventilating facilities. In 8 and 15 the light is better but not adequate. In both of these rooms additional ventilation is needed.

Hamilton.—It is my recommendation that the three middle rooms on the west side be provided by means of some mechanical device with adequate ventilation, and that the two lower rooms, 4 and 7, have installed the indirect system of electric lighting. These needs are most urgent and should be met without further delay. In my judgment, the light in rooms 4 and 7 is injurious to the children's eyes. I consider the condition serious.

Ventilation in the basement rooms is inadequate, and on dark days the light is insufficient. Indirect electric lights in liberal quantity would meet the latter need, and some improved device for ventilating should be installed.

Rooms 0 and 11 should be used for recitation purposes only.

Irving.—The two basement classrooms in the Irving were, within the last two years, improvised for temporary use. In every respect, however, they are quite unsatisfactory and should be abandoned.

It is my opinion that the Irving school building ought to be vacated as soon as possible, unless it is completely remodeled and adequate exits provided. In case of fire the danger in this building would be extremely great. Stairways are narrow and winding, and any condition bordering on a panic caused by hasty exit might result most disastrously.

The outside walls and the foundation are evidently well constructed, and they would probably serve the purposes of a small remodeled, up-to-date school house.

Jackson.—My observations on the basement rooms in the Franklin apply with almost equal force to the Jackson. For overflow classes we are at present using cloak stalls, which are not suited to recitation purposes. The nature of the heating plant requires, for gravity purposes, that the steam pipes be placed near the ceiling of the basement rooms. The objection to this system is evident. The remedy is not simple.

The heavy enrollment in the Jackson makes it necessary to use several small rooms on the upper floors in which the light is poor and the ventilation is inadequate. Here, again, artificial devices for ventilating are needed, and indirect electric light should be installed.

Jefferson.—The Jefferson has a manual training room which seems in many respects to be ideal. Experience shows, however, that owing to the high ceiling it is quite impossible to heat the room satisfactorily. The construction of an attic, or second ceiling, three or four feet below the line of the present ceiling, seems to be a simple remedy. It is also evident that a concrete floor does not meet the requirements of a class room of any type.

Rooms A and B are good recitation rooms, but the ventilation is poor. Room C on the upper floor, is much larger than either A or B and is a very satisfactory classroom, but here again the ventilation is entirely inadequate; in fact, in these three rooms no provision is made for ventilation.

Lafayette.—A basement room on the north side has been used for manual training for several years. As this room is almost entirely below the ground level, it is always necessary to use artificial light. Sunlight never enters the room, and therefore it ought to be vacated. I recommend that a manual training building be constructed somewhere on the lot, preferably near the west line.

Lowell.—While basement rooms in the Lowell are perhaps somewhat better than those in the Franklin and

Jackson, they are still unsatisfactory as to light, heat and ventilation. Here again, the overhead pipes provide the heat. The rooms are slightly below ground level, and the ceilings are a little less than ten feet high. While theoretically the window space seems to be sufficient, the nearness of the windows to the ground, which has a dark absorbent surface, appreciably lessens the quantity and the intensity of the reflected light, which reaches the inside of the room. The ventilation is poor.

Onequa.—Rooms A and B occupying corresponding positions on the first and the second floors, were intended originally as recitation rooms, and unfortunately provision for ventilation was not made. In this respect, therefore, unsatisfactory conditions obtain as it seems absolutely impossible to provide an adequate supply of air by means of the windows, without exposing the children unduly to dangerous drafts. Adequate means of ventilation should be provided for both of these rooms, as they are in constant use owing to the heavy enrollment.

Oquirrh.—During recent years it has been necessary in this school to use rooms 18, 19 and 20. In rooms 18 and 19 ventilation, light and heat are satisfactory. In room 20 the ventilation is not good, neither is the heat adequate. However, as this room is not in constant use, I do not recommend any immediate change.

Poplar Grove.—In this building for several years it has been necessary to use two rooms, A and B, for classroom purposes. The dimensions are 27 feet 10 inches by 13 feet 9 inches. The floor space in each room will accommodate about 25 children, but ventilation is by window only, and consequently is in no way satisfactory. The light is poor. Neither of these rooms should be used except for recitation purposes.

Sumner.—The north middle room in the basement is quite undesirable for a classroom. The fault, however, is in

its location rather than in any insufficiency in its construction. The northeast basement room is similar in location to a basement room in the Oquirrh, and like observations apply here.

Basement corridors are used for recitation purposes and artificial light is always employed. The indirect light ought to be used.

Twelfth.—The Twelfth building, of course, is an old structure which was once discarded by the Board. It has recently come into the use as an Atypical School. I take it that it will be used for school purposes only temporarily. Although several rooms are unsatisfactory, both as to light and ventilation, a change to improve either of these conditions is perhaps not practicable.

Washington.—Rooms 6, 7, 14 and 21, of recent construction, are somewhat below standard in size. Room 6 is 18 feet by 37 feet; room 7 is 19 feet by 31 feet; room 14 is 19 feet by 31 feet, and room 21 is 20 feet by 20 feet. Light and heat are adequate in rooms 7, 14 and 21. Ventilation in these three rooms is poor; in room 6 very unsatisfactory. The light also is poor in room 6, owing to the fact that the floor is considerably below the ground level. Our main concern, however, should be with the three other rooms, and here chiefly in the improvement of ventilation by some artificial device, preferably the fan.

Webster.—Room 5 is 27 feet by 27 feet with a 12-foot ceiling. It is located in the northeast corner of the basement floor. While the ventilation and heat are satisfactory, the light is very poor on dark days. I recommend that the indirect electric light be provided for this room. Room 3 is located on the upper floor near the middle on the north side. Its dimensions are 15 feet by 24 feet. Ventilation and heat are fair only. The removal of a tree on the north side would improve the light.

III. Half-Day Schools.

Sixty-one rooms accommodate two groups of children and are used by 122 teachers. In these rooms we have a total of 4,277 pupils, or an average of 70 to the room, and of 35 to the session, or group, and also to the teacher. One group of children attends from 9 a. m. to 12 m., and the other from 1 p. m. to 4 p. m. Each teacher is in actual service five and one-half hours, a noon intermission from 11:30 a. m. to 1 p. m. being allowed one teacher, and from 12 m. to 1:30 p. m. the other, excepting in kindergartens where the morning session closes at 11:30 and the afternoon at 3:30.

The half-day plan above kindergarten is confined to first and second grades, chiefly to first. The plan is not at all objectionable in the first grade, aside from the fact that the two teachers must share one room excepting when one withdraws with a group of pupils to a cloak stall or a corridor. This feature of the half-day scheme is open to serious criticism for the reason that the cloak stalls and corridors in most instances are not suited to recitation work of any kind. Frequently the light is insufficient, the heat is inadequate and the ventilation is not ample.

A regular classroom is, of course, the only suitable place in a school building for class work, and two teachers cannot with any degree of satisfaction conduct their recitations simultaneously in one room. It follows, therefore, that we need sixty-one more rooms if each teacher is to have favorable working conditions. To satisfy such conditions three new buildings, at a cost of \$250,000, would be required. This sum combined with the two former items brings the total needed for new buildings already listed in this report, to \$1,000,000.

And we have not yet taken into consideration the elimination of basement rooms and recitation rooms that ought not to be used for classroom purposes. I hesitate to suggest the amount of money that would be needed to make a sweeping

improvement of this kind for which there is a more or less persistent demand. But it would probably not fall under a quarter of a million dollars.

In as concise form as seemed to me consistent with the purpose, I have called attention to the tremendous problem with which the Board is now confronted in its efforts to furnish equal opportunities to all pupils.

The Science Building.

The Science Building, which has constituted a part of the high school plant, although located a half-block away from the main campus, can be used very profitably for junior high school classes for westside students. But such department should come under the direct supervision of the principal in charge of the West High School.

This structure, originally a part of the University of Utah, was built for special research and class work in the sciences. Consequently many of the rooms are small, and others are constructed for laboratory purposes. In its inside arrangement, the building does not lend itself satisfactorily to elementary or even junior high school work. In its general construction, however, the building is very substantial and it might, I believe, be remodelled at reasonable cost and made into a very serviceable school house. The location is good and the lot, $12\frac{1}{2}$ rods by 20 rods, is quite ample. I recommend that such change be considered.

The Bryant School.

A careful consideration of all the facts bearing on the case forces me to the conclusion that school interests in that vicinity will be best served by using the Bryant Building again for the lower grades. The necessary change will include the restoration of the north rooms on the upper floor by the removal of the partitions and the division of the assembly room on this floor into two rooms by inserting a partition. The lower floor and the basement should remain unchanged.

East Junior High School.

The junior high school department, which has been operated in the Bryant for several years, can now be transferred to the new high school building, where it can probably be maintained for an indefinite period of time. Here it should be under the general charge of the high school principal and the immediate charge of an experienced teacher whose rank should be that of department head. Under this plan operating expenses can be reduced without loss of efficiency. In fact increased efficiency should follow. Class organization will be simplified, facilities will be improved and the teaching staff can be reduced. The last named retrenchment will be possible because of certain combinations in classes in language and mathematics that will be practicable where the work parallels that belonging to the first year of high school.

Manual Training and Domestic Science Centers.

It has been our experience (and I have found on investigation that other cities have had like experience), that the sending of classes of either boys or girls from one building to another for instruction, especially if the buildings are separated by any considerable distance, is unsatisfactory in many respects. To say that the plan has more merit than the complete elimination of such subjects, is perhaps all that can be admitted. However, there are so many negative results, that even this point of view is open to question. At any rate, the decided advantage of having within a building for elementary school purposes the entire plant necessary for the instruction of the pupils in all prescribed work in manual training and domestic science is so evident as to need little comment.

THE SCHOOL CENSUS.

A careful study of the school enumeration taken in July, and of the actual enrollment during the ensuing year, discloses a variation that is not without significance. Almost invariably the increase in enrollment over the preceding year

is greater than that of the enumeration. It is probable, therefore, that the names of many children who enjoy school privileges fail to get on the lists prepared by the enumerators, and thereby the Board of Education is deprived of an appreciable revenue which it would receive were the lists complete.

Two causes are primarily responsible for this loss. The time for taking the enumeration—July 15-31—is most unfavorable for Salt Lake City, for the reason that at this time so many families are away from the city for the summer vacation; and many of these are evidently missed. Then, comparatively few of the enumerators are sufficiently well qualified for this rather difficult work. Some experience is a marked advantage and an acquaintance with families and neighborhood conditions is quite helpful. Perhaps it would be difficult to get both of these qualifications in any one group of persons. The first would be admirably satisfied by some good directory agency, and the latter by school principals.

I believe, therefore, that it would serve the financial interests of the Board of Education to entrust this important work either to such agency on some fixed per capita basis, or to the school principal, who has above all others an intimate acquaintance with conditions and families in his district. Should the latter plan be approved, the principal could obtain in careful and accurate form as early as May or June, with a little aid from his teachers and pupils, all information needed as a working basis, and his task then in July would be comparatively simple. It would consist chiefly of an amplification of his figures and a notation of a few changes.

An agency would likewise find it worth while to gather in advance such detailed information as to make the actual taking of the enumeration both speedy and accurate.

The school enumeration taken in July, 1911, showed a decrease of 449. Yet the school enrollment was 355 greater than the preceding year. There were evidently, therefore, about 800 children omitted from the census enumeration. As

the schools received that year a per capita appropriation of about \$12.00, the Board sustained a loss of approximately \$10,000. Last year (July, 1913), the increase in the school population over the preceding year was 868. But we had an actual increase in enrollment of 1,646 over the preceding year. It is evident, it seems to me, that here again seven or eight hundred names of children between 6 and 18 escaped the enumerators, and the school revenue for the year was once more reduced materially.

COMPENSATION FOR SUBSTITUTE TEACHERS.

Under our present regulations substitute teachers receive per diem compensation for the time actually taught. This plan is not at all unjust where the service in a school at any one time is of short duration, but where it extends to a month or more, the substitute teacher should in my opinion be paid on exactly the same basis as the regular teacher who receives compensation for all holidays that fall on school days, and likewise for time included in institute work during school hours. I recommend that the following rule be adopted:

Substitute teachers shall be paid per diem for time actually taught; provided, however, that the salary of any substitute teacher who is employed continuously for more than three weeks in any one position shall be computed for the full period of service on the same basis and in the same manner as that of the regular teacher under like conditions.

NIGHT SCHOOL.

The night school was operated during the year for thirty-one weeks. The enrollment varied from one hundred fifty to two hundred, and marked interest was evident at all times. Principal Gillilan assumed direct charge of the work, and he was ably assisted by a corps of eight teachers. A majority of the students were under eighteen, and they were about evenly divided between grammar grade and high school commercial subjects.

Many boys about fourteen or fifteen years of age who had been legally exempted from day school attendance to work for the support of widowed mothers, availed themselves gladly of this opportunity to pursue their school studies, the purpose in most instances being to enter high school later. Other young men and young women who are employed in offices took this method of qualifying themselves for promotion to better positions; while still others were there to prepare themselves for civil service examinations. A class of adult foreigners was organized for the study of English, and there were two large classes in domestic science.

The experiment has proved beyond doubt that the night school should have a fixed place in our system. Its scope next year should be widened so as to include work in all departments of manual training, for which there is a heavy demand. Gymnasium classes should also be organized.

THE SCHOOL LUNCHEON.

In line with similar work in some other cities, it has been suggested by citizens from time to time that a noonday luncheon consisting of one or two simple but nutritious and inexpensive courses, be served at cost in our elementary schools.

In every school are many pupils that find it necessary to remain at the building during the noon hour. Some of these bring an adequate lunch, others bring several pennies to purchase some trifling thing of questionable food value at a lunch stand or a corner grocery, while still others go without the noon meal. But warm food, especially in cold weather, would undoubtedly prove a boon and a blessing to all of these children. Even those that bring an adequate lunch might in many cases be better served at the school and at lower cost. Experience shows that the preparation of food in large quantity under a trained domestic science teacher greatly lessens the cost, and a scientific method of preparing it with due regard to food values adds appreciably to its nourishing qualities.

But the children most entitled to our serious notice are those that are insufficiently nourished, whether this condition be due to shiftless home conditions or to poverty. Our sympathy moves us to them, but our interest in the welfare of all, forces us to take note of the fact that only those properly fed can successfully cope with the requirements of carefully organized and effectively directed class work.

I am unable to state on first-hand information how many children in our public schools are deprived of the necessary food for health and for work, during that season of year when so many fathers are out of employment, but members of various women's clubs and others that have given the matter careful thought and attention say that a few are to be found in every part of the city. In some places the number is larger than we might wish to believe.

These good women are willing to assume the care and responsibility of inaugurating the move and bearing all expense of maintenance, if the Board of Education will provide the necessary equipment, consisting primarily of dishes and a few cooking utensils. Children who are able to meet the expense would be permitted to pay the actual cost of food—probably about 2 or 3 cents—while the small number unable to meet this expense would receive their food without cost in such tactful way as to free them from any embarrassment.

The proposition appeals to me so strongly that I trust the Board of Education may see its way clear to try the experiment in one or two schools.

HEALTH SUPERVISION.

The health of school children was perhaps better last year than it has been for a number of years. For this excellent and most desirable condition, our thanks are due our medical inspector, the city physician, and the city nurses furnished by the City Board of Health. All forces have worked together harmoniously and effectively.

PARENT-TEACHERS' CLUBS.

Under the able leadership of Mrs. George M. Bacon, Parent-Teachers' Clubs have been formed in most of the school districts. Frequent meetings have been held and a more intimate relationship between the home and the school has been established. Some principals have hesitated to give much encouragement to the formation of these clubs, preferring to have the meetings of school patrons called by the executive head of the school and held under his direct authority. It seems to me, however, that where due care is exercised in the selection of the officers of the club there is no reason why the association should not become a powerful factor in promoting the best interests of the school. I recognize that under other conditions it might be a source of some embarrassment to the principal and the school, but this condition is rather a remote contingency.

The Parent-Teachers' Club should confine its work and discussions exclusively to school problems and school needs, and its relation to the principal should be that of cordial helpfulness.

Should a club devote any of its energies to questions that are likely to become bitterly controversial or partially political in their nature, harm would result and the usefulness of the club must be greatly minimized, if not destroyed.

TEACHERS' SALARY SCHEDULE.

Our present salary schedule for teachers provides for an annual increase of fifty dollars between \$600 and \$1000. Inexperienced normal graduates are ranked as probation or assistant teachers for two years. They teach for \$480 the first year and \$540 the second. Thereafter, if employment continues, they are classed as regular teachers where the lowest salary is \$600.

A yearly increase of \$50 brings the teacher in time to \$1000, and \$20 for the following year brings her to \$1020, the maximum for elementary schools. If she began as an inexpe-

rienced normal graduate and moved regularly forward in the salary scale from year to year, it has required a period of eleven years for her to gain the coveted maximum salary.

The present schedule is perhaps as liberal in its provisions as the Board's finances in the past have permitted. Eliminating, however, this aspect of the case from consideration, the method is at fault in two essential and fundamental respects; namely, (a) the beginning salary both for probation and regular teachers is too low, and (b) the forward movement of the salary is by no means commensurate with the teacher's growth in efficiency. Our records show that a majority of the teachers who begin their service with us reach a very high degree of efficiency about their fifth, or sixth year, and many as early as the fourth year, yet our schedule requires a service of eleven years before the highest salary is attained as a reward for such efficiency.

The duration of the period of highest efficiency usually ranges from the fifth to the twentieth year of service, and many teachers continue to render excellent service far beyond their twentieth year of school work. Much of the very best work in the Salt Lake City schools is done by teachers, both men and women, over forty years of age. In fact, so long as a teacher continues to enjoy good health, and frequently that extends beyond the three score limit, her presence in a system is a most valuable asset. Coupled with her effective teaching, she gives tone and stability and dignity to the profession. And even when the time comes for withdrawal, as come it must, it would indeed be an ungrateful community that would not regard with a degree of charity, a physical decline, extending over several years, during which time there is usually no appreciable evidence of lessened efficiency in terms of results, if care be exercised in the selection of work to which the teacher be assigned. In a large system there are always a few positions that require a maximum of experience and good judgment, with a minimum of physical effort and of worry. Such work is usually easy for a mature teacher and difficult for a young teacher.

Ordinarily, there seems to me to be no good reason why a teacher who has once earned the maximum salary on merit should suffer any reduction in such compensation until the time comes for her to move with no loss of self-respect into the pensioned class where she may continue during her declining years to draw some of the remaining unpaid part of the compensation she earned during her working years, for as you, no community pays its devoted teachers in full for the service they render.

The two defects in the salary schedule above noted should be remedied.

In the employment of inexperienced normal graduates, only those that have taken at least two years beyond high school should be selected. For such, a beginning salary of \$600 is low enough, and a maximum of \$1200 should be fixed for elementary teachers. The yearly increase should be at least \$75.

Only experienced teachers should be employed in high school, and for these, the lowest salary should be \$1000. The maximum salary for high school teachers should be at least \$1500, and department heads should get \$1800. In most city high schools, salaries somewhat larger than these are paid.

The contract period for all teachers should cover twelve months.

OUR NEW HIGH SCHOOL.

At a cost of more than a half-million dollars the Board of Education has just completed a high school building that compares favorably with the best school buildings in our land and that surpasses most of them. Although some new high school buildings have cost more money and will accommodate a larger number of students, there is, I believe not one that lends itself better to the purposes of a high school than does our own. The reason for this is simple. The Board had constantly in mind one controlling thought—the school exists solely for the

child; and from the moment the architect took pencil in hand until the last touch was placed on the completed structure, this thought dominated all other considerations.

The opening of this building in September will mark the beginning of a new epoch in the public schools of this city.

CONCLUSION.

In this report I have preferred to confine my attention almost exclusively to the problem of ample school accommodations, which at the present moment overshadows all others in importance.

The new buildings and the changes and eliminations I have listed are necessary if we would provide conditions for all of our children, equal to those enjoyed by some of them—conditions perhaps better than those to be found in any other city.

Respectfully submitted,

D. H. CHRISTENSEN.

Superintendent of Schools.

APPENDIX

SUPERINTENDENT'S REPORT

TEACHERS' EXAMINATIONS.

During the last year there have been two examinations for teachers, one in August, 1913, and one in June, 1914.

August, 1913.

Number of applicants for high school certificates.....	0
Number of applicants for grammar grade certificates.....	1
Number of applicants for primary grade certificates.....	7
<hr/>	
Total	8
<hr/>	
Certificates granted, high school, renewable.....	0
Certificates granted, grammar, renewable	0
Certificates granted, primary, renewable.....	1
<hr/>	
Total	1
<hr/>	
Certificates granted, high school, not renewable.....	0
Certificate granted, grammar, renewable.....	0
Certificates granted, primary, not renewable.....	3
<hr/>	
Total	4
<hr/>	
Partial examination, high school.....	0
Partial examination, grammar.....	0
Partial examination, primary	0
<hr/>	
Total	0

Certificates withheld, high school	0
Certificates withheld, grammar	0
Certificates withheld, primary	3
Total	3

June, 1914.

Number of applicants for high school certificates.....	0
Number of applicants for grammar grade certificates.....	2
Number of applicants for primary grade certificates.....	7

Total	9
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Certificates granted, high school, renewable.....	0
Certificates granted, grammar, renewable.....	2
Certificates granted, primary, renewable.....	0

Total	2
-------------	---

Certificates granted, high school, not renewable.....	0
Certificates granted, grammar, not renewable.....	0
Certificates granted, primary, not renewable.....	2

Total	2
-------------	---

Partial examination, high school	0
Partial examination, grammar	0
Partial examination, primary	1

Total	1
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Certificates withheld, high school	0
Certificates withheld, grammar	0
Certificates withheld, primary	5

Total	5
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AGE AND GRADE DISTRIBUTION

CHART II—1913-1914

GRADE	AGE													Total under age	Total normal age	Total over age	Grand Total	Per cent normal age	Per cent over age					
	5	6	7	8	9	10	11	12	13	14	15	16	17	18										
First	4	654	1242	424	90	22	9	1							4	2320	122	2446	94.8	4.9				
Second		18	522	1045	458	150	32	8	3						13	2020	194	2227	90.7	8.7				
Third			43	456	953	529	164	70	13	3	3				43	1988	253	2234	86.7	11.3				
Fourth				18	352	795	545	262	121	31	7	2			13	1692	423	2128	79.5	19.8				
Fifth					28	287	658	504	273	184	81	8	1		28	1449	447	1924	75.3	23.2				
Sixth						23	260	562	531	263	78	15	2		23	1353	358	1734	78.1	20.6				
Seventh							1	18	238	483	453	202			65	12	2	1174	281	1474	79.7	19.1		
Eighth								19	173	453	395	187	50	3	19	1021	240	1280	79.7	18.7				
Total Under Age	4	18	43	13	28	24	18	19								162								
Total Normal Age			654	1764	1925	1758	1611	1463	1304	1187	906	395					12967				83.9			
Total Over Age						90	172	205	341	410	481	322	277	65	5			2318				15.0		
Grand Total	4	667	1807	1938	1876	1807	1686	1664	1597	1337	717	277	65	5					15447					

AGE AND GRADE DISTRIBUTION

CHART I—1912-1913

GRADE	AGE													Total under age	Total normal age	Total over age	Grand total	Per cent normal age	Per cent over age					
	5	6	7	8	9	10	11	12	13	14	15	16	17	18										
First	5	842	1078	386	95	20	1	2							5	2306	118	2429	94.9	4.8				
Second		8	392	941	502	149	30	17	4	1					8	1885	201	2044	89.7	9.8				
Third			37	425	783	465	209	65	15	5	1	1			37	1673	296	2006	83.3	14.7				
Fourth				14	275	635	487	257	119	24	5	1			14	1397	406	1817	76.8	22.0				
Fifth					25	272	600	503	272	87	18	3			25	1375	380	1780	77.2	21.3				
Sixth						12	189	516	484	232	95	23	7		12	1189	357	1558	76.3	22.9				
Seventh							18	185	462	381	213	58	3	2	18	1028	276	1322	77.7	20.8				
Eighth								22	173	429	366	230	67	11	22	968	308	1298	74.5	23.7				
Total Under Age	5	8	37	14	25	12	18	22								141								
Total Normal Age			842	1470	1752	1560	1372	1276	1204	1119	810	366					11771				82.5			
Total Over Age						95	169	240	341	410	349	332	316	77	13			2342				16.4		
Grand Total	5	850	1507	1766	1680	1553	1534	1567	1529	1159	698	316	77	13					14254					

APPENDIX

EXPENDITURES PER PUPIL, 1890—1914.

A—Per capita cost based on enrollment.

B—Per capita cost based on average number of pupils belonging

Year	Teachers' Salaries		Buildings		Expenses Exclusive of Buildings		Books and Supplies		Total Expenditures	
	A	B	A	B	A	B	A	B	A	B
1890-91 ..	\$10.40	\$17.12	\$ 7.94	\$13.05	\$17.16	\$28.24	\$....	\$....	\$25.11	\$41.31
1891-92 ..	12.67	17.87	9.47	13.36	30.06	42.38	.22	.31	39.54	55.74
1892-93 ..	12.57	16.97	39.44	53.26	25.54	34.49	1.79	2.26	64.99	87.75
1893-94 ..	13.35	16.99	13.76	18.78	23.14	29.45	.65	.82	37.89	48.23
1894-95 ..	13.27	16.98	9.57	12.25	23.97	30.69	.87	1.11	33.54	42.94
Yrly. Avg. for the 5 Years	\$12.45	\$17.18	\$16.03	\$22.16	\$23.97	\$33.05	\$.88	\$1.12	\$40.21	\$55.19
1895-96 ..	\$13.55	\$16.31	\$.01	\$.02	\$26.99	\$32.48	\$.74	\$.89	\$27.00	\$32.49
1896-97 ..	12.85	15.10	2.63	3.11	21.33	25.17	.70	.82	23.97	28.28
1897-98 ..	12.79	14.86	4.71	5.51	26.09	30.53	1.47	1.64	30.81	36.04
1898-99 ..	13.12	15.49	2.15	2.54	22.61	26.71	.87	1.03	24.76	29.75
1899-00 ..	12.83	15.43	2.64	3.17	24.59	29.58	.88	1.06	24.59	29.58
Yrly. Avg. for the 5 Years	\$13.02	\$15.45	\$ 2.43	\$ 2.87	\$24.32	\$28.89	\$.93	\$1.09	\$26.22	\$31.23
1900-01 ..	\$14.51	\$17.96	\$ 1.82	\$ 2.25	\$24.28	\$29.98	\$.79	\$.98	\$26.04	\$32.23
1901-02 ..	15.06	18.20	4.52	5.45	24.96	30.01	.84	1.02	29.42	35.47
1902-03 ..	14.98	17.65	3.80	4.48	28.34	33.40	2.28	2.69	32.14	37.88
1903-04 ..	16.19	19.06	4.38	5.16	26.42	31.10	.65	.77	30.81	36.26
1904-05 ..	16.92	20.24	6.59	7.89	27.18	32.51	1.09	1.31	33.77	40.40
Yrly. Avg. for the 5 Years	\$15.53	\$18.62	\$ 4.22	\$ 5.05	\$26.23	\$31.40	\$1.13	\$1.35	\$30.43	\$36.45
1905-06 ..	\$17.45	\$20.73	\$ 2.22	\$ 2.64	\$29.46	\$35.02	\$1.44	\$1.71	\$31.71	\$37.66
1906-07 ..	18.11	21.41	5.50	6.50	28.18	33.31	1.37	1.62	33.68	39.81
1907-08 ..	19.79	23.98	5.82	7.05	31.57	38.23	2.57	3.12	37.39	45.29
1908-09 ..	21.09	24.95	11.92	14.10	33.89	40.12	1.80	2.13	45.81	54.22
1909-10 ..	22.18	26.69	10.07	12.11	37.24	44.81	1.97	2.37	47.32	56.92
Yrly. Avg. for the 5 Years	\$19.72	\$23.55	\$ 7.10	\$ 8.48	\$32.05	\$38.29	\$1.83	\$2.19	\$39.18	\$46.78
1910-11 ..	\$24.07	\$29.23	\$18.89	\$22.95	\$39.49	\$47.95	\$1.94	\$2.37	\$58.38	\$70.90
1911-12 ..	26.98	31.89	8.46	10.00	58.23	68.84	1.85	2.18	66.69	78.84
1912-13 ..	26.36	31.51	19.96	23.86	38.53	46.08	2.04	2.45	58.49	69.93
1913-14 ..	25.96	31.09	11.03	13.21	48.45	57.93	2.36	2.83	59.39	71.14
Yrly. Avg. for the 24 Years	\$16.96	\$20.74	\$86.30	\$10.94	\$29.90	\$36.58	\$1.29	\$1.56	\$38.46	\$47.46

AVERAGE NUMBER OF PUPILS BELONGING, THE NUMBER OF TEACHERS EMPLOYED, AND COST OF BOOKS AND TUITION.

SALT LAKE CITY PUBLIC SCHOOLS

125

Average Number Belonging	Number of Teachers	Cost of Books and Supplies		Cost of Instruction, Exclusive of Superintendent's Salary	
		Aggregate	Per Pupil Enrolled	Aggregate	Per Pupil Based on Enrollment
1890-1	3869.6	101	.....	\$ 66,251.50	\$10.40
1891-2	5404.2	129	.....	96,554.35	12.51
1892-3	6567.8	157	\$15,906.55	111,456.85	12.57
1893-4	7929.1	190	6,559.56	134,722.35	13.35
1894-5	8586.0	225	9,560.16	145,852.31	13.27
1895-6	8951.4	227	8,029.14	146,000.76	13.55
1896-7	9585.1	245	7,920.13	145,312.52	12.85
1897-8	10197.1	254	15,179.29	12.77	12.70
1898-9	10404.5	272	10,744.26	161,245.27	13.12
1899-0	10463.5	285	11,147.15	161,487.87	12.83
1900-1	10482.8	301	10,274.27	188,293.05	14.50
1901-2	11021.6	322	11,239.54	200,646.90	15.14
1902-3	11507.0	349	26,180.78	1.93	203,179.17
1903-4	11674.9	346	8,992.18	.53	14.98
1904-5	12040.0	359	14,739.31	1.02	222,567.24
1905-6	12917.8	391	15,480.91	1.02	236,910.11
1906-7	13316.6	422	15,071.21	.95	16.44
1907-8	13667.7	446	42,631.88	2.91	256,542.62
1908-9	14174.0	466	30,244.94	1.83	16.85
1909-10	14839.0	483	35,237.27	1.97	285,127.00
1910-11	15817.4	539	37,425.95	1.95	18.11
1911-12	16547.4	598	36,214.94	2.08	21.41
1912-13	16957.3	576	46,493.61	2.59	24.32
1913-14	18298.1	613	51,803.52	2.36	20.08
					29.78
					569,058.82
					25.96
					31.10

GROWTH OF THE SCHOOLS DURING THE TWENTY-FOUR YEARS FOLLOWING
CONSOLIDATION IN 1890.

NUMBER OF PUPILS ENROLLED (ORIGINAL ENTRIES).

Kinderergarten	Beginners' Grade	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ungraded	High School			Totals			
											1st Year	2d Year	3d Year	4th Year	Special		
1890-1	...	2458	941	944	989	353	430	120	85	...	48	...	72	24	...	6,368	
1891-2	...	2657	1313	1083	1116	607	401	227	111	...	72	...	72	24	...	7,618	
1892-3	...	1908	1382	1260	1058	802	493	297	185	...	112	53	4	12	...	8,868	
1893-4	...	2042	1531	1346	1267	1397	924	647	402	279	...	133	67	42	15	...	10,092
1894-5	...	1986	1706	1481	1366	1241	1266	750	467	347	...	204	84	66	29	...	10,993
1895-6	...	1453	1768	1563	1465	1251	974	946	518	377	...	221	128	61	48	...	10,773
1896-7	...	1650	1531	1576	1595	1385	862	634	520	...	217	135	97	56	...	11,311	
1897-8	...	1742	1628	1455	1614	1540	1173	963	660	592	...	273	122	106	61	...	11,929
1898-9	...	1767	1739	1460	1451	1600	1305	1025	704	579	...	304	171	84	162	...	12,291
1899-0	...	1871	1554	1706	1405	1475	1403	1155	739	608	...	272	205	138	53	...	12,584
1900-1	...	1886	1650	1599	1661	1355	1341	1219	911	577	...	315	189	166	110	...	12,979
1901-2	...	1976	1769	1540	1546	1576	1263	1202	905	654	...	348	198	124	109	43	13,253
1902-3	...	1954	1810	1681	1535	1565	1387	1117	973	692	...	331	211	142	104	60	13,562
1903-4	...	2058	1837	1611	1729	1560	1397	1175	867	769	...	317	176	109	86	51	13,742
1904-5	67	...	3004	2069	1761	1699	1943	1284	944	737	...	440	216	104	100	36	14,404
1905-6	312	...	2982	2161	1906	1753	1708	1517	1057	721	...	523	316	137	95	35	15,223
1906-7	213	...	3057	2228	2024	1887	1628	1586	1089	878	...	500	339	177	118	18	15,742
1907-8	303	...	3088	2209	2207	2026	1691	1513	1283	980	30	505	346	216	158	...	16,555
1908-9	486	...	3291	2015	2107	2069	1673	1561	1258	1073	...	557	340	201	153	...	16,774
1909-10	625	...	3367	2301	2106	2069	1994	1569	1294	1081	...	667	366	253	149	13	17,854
1910-11	999	...	3689	2425	2298	2058	1966	1823	1298	1138	...	608	460	242	189	15	19,208
1911-12	1351	...	3556	2519	2159	2134	1952	1686	1499	1040	32	649	444	295	226	19	19,561
1912-13	1117	...	3760	2604	2430	2137	2066	1756	1461	1244	81	615	446	334	200	23	20,274
1913-14	1337	...	3857	2813	2657	2503	2092	1511	1231	114	787	454	359	221	15	21,920	

AVERAGE NUMBER OF PUPILS BELONGING.

Kindergarten	Beginners' Grade	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School	Total	
1890-91	1,286.5	720.0	620.3	593.1	253.7	237.4	78.0	54.3	26.2	3,869.6		
1891-92	1,567.2	1,007.2	911.9	779.3	521.6	293.2	165.5	85.2	73.2	5,404.2		
1892-93	1,032.9	1,124.2	1,036.3	954.8	828.6	616.4	434.2	238.1	149.8	6,567.8		
1893-94	1,155.4	1,367.8	1,160.1	1,025.2	1,077.6	801.0	533.0	388.8	216.7	215.2	7,929.1	
1894-95	1,056.5	1,464.5	1,249.3	1,106.6	1,002.4	972.9	652.1	423.7	342.6	315.4	8,586.0	
1895-96	729.5	1,574.2	1,405.0	1,252.8	1,068.7	873.9	773.9	519.2	364.2	390.3	8,951.4	
1896-97	852.3	1,492.9	1,389.2	1,387.5	1,229.4	946.1	755.8	628.6	484.1	419.2	9,585.1	
1897-98	817.2	1,644.7	1,327.8	1,393.9	1,379.9	1,079.0	842.4	687.8	533.3	492.1	10,197.1	
1898-99	823.8	1,704.1	1,354.3	1,262.8	1,365.0	1,167.9	921.2	667.5	572.1	565.8	10,404.5	
1899-00	1,022.6	1,469.6	1,494.1	1,240.5	1,237.4	1,211.5	991.8	683.4	560.7	551.9	10,463.5	
1900-01	832.9	1,604.8	1,351.7	1,351.8	1,192.6	1,115.2	1,046.1	779.3	590.5	656.9	10,482.8	
1901-02	985.7	1,641.0	1,406.4	1,303.0	1,333.6	1,142.6	1,043.6	856.7	623.0	685.4	11,021.6	
1902-03	1,166.4	1,709.0	1,462.6	1,369.2	1,364.6	1,182.8	1,016.8	846.0	679.8	709.2	11,507.0	
1903-04	865.5	1,941.6	1,453.7	1,504.0	1,401.2	1,251.9	1,013.4	852.2	716.7	674.8	11,674.9	
1904-05	39.5	2,168.5	1,703.9	1,489.3	1,430.2	1,637.4	1,210.0	848.0	730.4	782.8	12,040.0	
1905-06	132.2	2,212.8	1,800.3	1,657.2	1,533.4	1,491.5	1,381.0	1,039.7	708.6	961.1	12,817.8	
1906-07	105.3	2,200.6	1,876.5	1,720.7	1,655.1	1,431.0	1,361.8	1,101.1	885.8	978.7	13,316.6	
1907-08	169.1	2,149.4	1,766.2	1,848.4	1,741.7	1,480.4	1,331.9	1,181.1	960.8	10.4	1,028.3	
1908-09	265.5	2,393.3	1,720.1	1,781.9	1,810.2	1,532.4	1,381.2	1,149.8	1,041.0	1,095.6	14,174.0	
1909-10	308.7	2,424.3	1,959.5	1,762.9	1,780.5	1,743.2	1,382.6	1,219.7	1,017.9	1,240.5	14,839.8	
1910-11	520.3	2,578.2	2,018.5	1,977.4	1,768.6	1,657.1	1,637.7	1,190.6	1,137.1	1,314.2	15,817.4	
1911-12	766.3	2,617.9	2,072.6	1,905.4	1,922.0	1,722.8	1,532.7	1,434.3	1,051.8	50.5	1,471.1	16,547.4
1912-13	632.9	2,693.4	2,162.4	2,070.6	1,859.6	1,827.2	1,588.8	1,357.4	1,231.5	80.2	1,453.3	16,957.3
1913-14	747.1	2,773.9	2,318.0	2,290.3	2,190.4	1,863.5	1,781.4	1,422.6	1,222.2	88.1	1,600.6	18,298.1

NAMES OF PUPILS PROMOTED TO HIGH SCHOOL.**BRYANT.****Eighth Grade.**

Minnie Affleck, Jennie Appleman, Frances Arden, Ida Austin, Mildred Bailey, Edith Barrett, Ruth Benson, Louise Berets, Rose Borkman, Madeline Boyd, Birdie Brain, Bertha Brown, Lucille Buckholz, Thelma Cameron, Lillian Carey, Helen Clark, Florence Clawson, Esther Coleman, Kathryn Cosgrave, Marie Covey, Viletta Cowley, Dorothy Croft, Rhea Croft, Myrtle Curtin, Isabel Davidson, Josephine Dugan, Marie Duncan, Catherine Ekman, Blanche Farmer, Isabella Fowler, Edna Gannett, Verna Geertsen, Ruth Giles, Jennie Gill, Iva Gitsch, Dollie Gleason, Margaret Golding, Ellen Gustafson, Aliceile Higgs, Myrtle Higley, Manilla Hoffman, Gladys Holt, Rhoda Hunt, Frances Hurd, Dorothy Hyde, Arabelle Iverson, Charlotte Johnson, Tlitha Jones, Blanche Konold, Alice Leonard, Alta Leslie, Rachel Lewis, Zylpher Lisonbee, Leona Lloyd, Afton McDonald, Brita McDonald, Rozella Marsden, Violet Marsden, Margaret Mathews, Bessie May, Marie Monger, Nellie Morris, Louise Nebeker, Eleanor Nelson, Ruth Neslen, Bessie Nickerson, Gladys Nordquist, Kathryn O'Connor, Elsie Osborne, Lucille Oswald, Celia Passer, Alice Peterson, Martha Peterson, Esther Piper, Anna Plant, Hattie Powers, Hortense Pratt, Isabella Proctor, Ina Raymond, Hazel Reich, Louise Richardson, Thelma Ringwood, Ruth Roper, Irene Sandberg, Lillian Schneider, Mildred Scheu, Vera Smithen, Charlene Sims, Hasseltine Sims, Louise Snow, Dorothy Strickley, Edith Strom, Ronvoe Tanner, Ione Tinges, Leah Trump, Olive Vincent, Carol Walker, Helen Wallace, Loraine Weller, Beulah Wilcox, Mary Wilcox, Nellie Silvers, Marian Wheelon, Eric Arrestad, Bates Anderson, Ernest Anderson, Blaine Austin, Horace Aven, Bailey Brain, Arthur Browne, Ormond Browne, Ralph Brown, Henry Buckley, John Cannon, John Cardall, Spencer Case, Stanley Child, Fred Chytraus, Oliver Chytraus, Darrell Couton, Wreynold Cunningham, Allen Dailey, Wallace Dansie, Chester Dean, Sidney De Gray, David Deming, Lamar Deming, John Dent, John Donaldson, James Duffy, Wallace Duncan, Elmer Dye, Leo Eckstein, Harry Erickson, Arthur Eve, Royal Everson, Charles Floyd, Lewis Fox, Ernest Hanson, Clyde Heaston, Eugene Hinckley, Leland Holt, William Hooley, Rollo Jack, Aaron Jacobsen, Axel Jakobsen, Harry Johnston, Sayman Kerr, Peter Kilpatrick, Winward Kinghorn, Paul Kirk, Gerald Leaver, Edmund Lee, Follis Lewis, Leonard McCullough, Lester Merrill, Rulon Nagley, Arthur Nichols, Franklin Nuslin, Dewey

Oswald, Frances Peake, Lester Rawlings, Joseph Reese, Donald Reid, William Rickard, Alfred Ridges, Lennox Rhodes, Benjamin Salmenson, James Sampson, Lawrence Sheets, Guy Singleton, Aaron Smith, Clifford Smith, Dewey Solomon, Roy Stephenson, Elias Strong, Kenneth Stump, Archie Tatum, Melvin Taylor, Frank Thomson, William Van Hoorbeke, Alex Wallace, Frank Wanless, Lincoln White, James Wise, Harvey Woodbury, Richard Woolley, Ishmael Zenger, Harold Pratt.

Ninth Grade.

John Anderson, Leitha Anderson, Lucille Anderson, Thelma Armstrong, Helen Ashton, Howard Bardwell, Carlos Bassett, Cedric Bates, Bolton Bloomfield, Albert Borquist, Berry Bridge, Nellie Briscoe, Dorothy Burns, Margaret Burns, Charlotte Burton, Carol Cain, Elbert Callister, Willard Calder, Leland Campbell, Leland Capener, Wallace Capener, Joseph Chamberlain, Kenneth Christenson, Carl Chytraus, Emma Cochrane, Zelda Coombs, Nicholas Crawford, Evelyn Crompton, Mabel Dalton, Thurman Davis, Frances Dent, Phenoy Donelson, Hazel Doull, Vera Eddington, Muriel Eynon, Anna Fisher, Irene Fisher, Katherine Fitzgerald, Ethel Floyd, Ivy Frazier, Gordon Gallagher, Belle Garrish, Isabella Geiseler, Gideon Gibbs, Jessie Goble, Hosmer Graham, Francis Grant, Heber Grant, Selina Greenhalgh, Dewey Gudgell, Phyllis Haurbach, Hazel Higbee, Lisle Hixson, Herbert Hodder, Mary Holden, Herbert Holmlund, Harold Hunt, Kent Irvine, Alberta Jones, Frank Jones, William Jones, Elsie Johnson, Leon Keddington, Vera Kirkwood, Vera Knudson, Nellie Lack, Nellie Larson, Helen Lehman, Arthur Leonard, Alvera Linden, Gladys McCall, Roydon McCullough, Alice McDonald, Angus McKellar, Roy Mayberry, Stewart Mahaffey, Alvah Meyers, Roy Mortenson, Joseph Nelson, Lulu Neve, Carl Neuhausen, Elva Olsen, Hazel Osborne, James Oswald, Martin Ottinger, Mona Puzey, Milton Romney, Florence Roper, Herbert Rosenberg, Fay Schank, Henry Schluter, Walter Scott, Farrell Seamans, Ellesworth Simmons, Theresa Skelton, Wayne Slaughter, Carrie Smith, Helen Smith, Erma Snyder, Mavis Stewart, Horace Stinson, Derrah Stone, Carlisle Tanner, Ralph Theriot, Clarence Von Hake, Edwin Wallace, Farlow Warnock, Leon Watson, Grant Weiler, Courtney Weggeland, Frances West, Russell Wheeler, Byron White, Price Willey, Beth Williams, Bathsheba Williams, Ezra Woodruff, Florence Woods.

EMERSON SCHOOL.

Frank Beers, Oliver T. Burton, Gordon J. Cardwell, Lawrence Fullmer, Victor Hillstead, Julius V. Madsen, Edward K. Marohn, Eugene Paul, Eric W. Pettit, Horace F. Ralph, Elmer W. Pratt, Walter

Silver, Walter Schwaar, John H. Thompson, Raymond Squires, Arthur Tonnesen, Jack E. Tyler, Leonard P. Von Elm, Miles Wells, Leslie Hanson, Myrtle F. Boyle, Thelma O. Donald, Olive E. Hannahs, Helen Kearnes, Lottie Matthews, Edna Michelsen, Florence H. Nilson, Ruth Eloise Pindar, Lucile Reid, Matilda R. Rupp, Ruby I. Steward, Blanche Loretta Wooton, Leah Yates, Ruth H. Orwig, Lottie L. Mathews, Nellie M. Christensen, Dorothy H. Flowers, Lucile V. Glanfield, Mary H. Gumbmann, Lucile Kearsley, Louise O. Lund, Norma A. Montag, Aurora L. Parsons, Velma Prichard, Bessie E. Robb, Doris I. Silcox, Reva Silver, Lucile Smith, Teresa Smith, Ida V. Thorup, Irene Van Pelt, Elma Watson, Blanche B. Kirkendall, Arvilla Elizabeth Stokes, Sylvan K. Atwood, Kenneth W. Done, Andrew Ferrald Eccles, Lloyd G. Ensign, Paul W. Folsom, George W. Folkerson, Hugh Harries, Herman Kammerath, John L. Lundgren, Leland M. Morby, John S. Moffat, Edward J. Morrison, Keith W. Olsen, Farrel K. Pack, George Phillips, Lorenzo V. Price, Frank A. Samuelson, Harold L. Stokes, Melvin J. Vincent, Gordon E. West, Ray Coulam, Reed Eldredge, Roger Eddington, Preston Y. Felt, Wieter J. Jenkins, Victor Linden, Charles R. Phillips, Earl R. Rice, Charles E. Randall, Julius R. Schwenck, Raymond A. Sargent, Clarence Silver, Francis A. Trottier, Margaret F. Anderson, Ruth A. Anderson, Viola Bidgood, Alta Eloda Berry, Lyle Davis, Velma Drage, Laura Green, Alice Grey, Norma Hagen, Ruth M. Jensen, Ruby F. Kincaid, Annice G. Lyman, Coral Lyman, Gwendolyn Lloyd, Margaret Malone, Miriam Martin, Margaret Newton, Irene R. Powell, Hilma Peterson, Mary M. Parry, Lettie Steward, Lillie M. Scharmann, Rose Smith, Thelma L. Tuttle.

FOREST SCHOOL.

Velma Arrowsmith, Rehan Best, Bertha Cronin, Gladys Dewey, Emma Fehring, Leah Hale, Mabel Hansen, Mary Harrington, Alice Hendry, Mary Jensen, Merl MacKay, Jennie Meibos, Florence Midgley, Venice Morris, Ada Olsen, Verl Porter, Cora Reed, Viola Salzner, Lillian Walker, Alvira Woolley, Virginia Wyss, Leland Anderson, Jeddie Ashton, Carl Buehner, William Campbell, Arthur Cook, Harold Cook, George Fitts, Edwin Hall, Russell Harrington, Harold Hart, David Higginbotham, Ezra Judd, Siegfried Kellersberger, Douglas Love, Quayle Norberg, Carl Sorensen, Clifford Tilt, Frank Witbeck, Grant Woodward, Grant Wright, Francis Cope, Leland Dewey, Claude Freebairn, Lorenzo Ramseyer, Leroy Simmons, Whitney Summerhays, Conrad Walker, Ellen Jonson, Grace Mills, Aledia Tobiason, Ruth Vine.

IRVING SCHOOL.

Lindsay Alkire, Ray Austin, Clyde Brown, Dewey Davis, Willard Davis, Edwin Hadfield, Maurice Heaps, Lewis Larsen, Claude Phillips,

Keith Roberts, Garwood Roberts, John Scott, Wallace Smith, Clyde Thomsen, May Clark, Anna Erickson, Afton Gallacher, Flora Hood, Florence Larson, Thelma Parker, Ruth Rice, Bertha Rose.

JACKSON SCHOOL.

Edith Barratt, Florence Cain, Grace Chapman, Sarah Dee, Alice Duncombe, Ruth Edwards, Grace Flacks, Edna Gillespie, Melva Haslam, Viola Hunt, Adelaide Jarvis, Irene Jensen, Thelma Johnson, Catherine Llewelyn, Nellie McGlothlen, Violet Peck, Gwendolyn Parry, Florence Peterson, Ilene Thornton, Lucetta Wallace, George Gill, Eddie Haslam, Joseph Llewelyn, Carl Luhrs, Kenneth McCune, Wallace Nyberg, Wendell Phillips, Hamilton Wilson, Annie Ethel Allen, Jed L. Ashton, Maxia Brown, Eunice Burleigh, Melvin Brown, Maude Bridge, Maude Brown, Dena Barendregt, Laura Choules, Clara Christenson, Ralph Dyer, Lora Draper, Clara Evans, Robert Evans, Lorin Folland, Emma Flamm, Bryon Hilton, Marion Lloyd, Hyrum Leatham, Irene Lewis, Clara Morris, Albert Madsen, David Marsden, Fred Milligan, Christina Peterson, Delia Putnam, Henrietta Parker, Della Stevenson, Leone Shaw, Vera Treharne, Frank Smithurst.

JEFFERSON SCHOOL.

(Eighth Grade.)

William Barter, Gordon Bridwell, Arthur Cederholm, John Condie, Jot Condie, Emil Dockendorf, Byron Done, William Gladstone, Ray Graham, Harry Griffith, Kearton Hamilton, Oscar Holmquist, Sam Kimeldorf, Raymond King, George Kirk, Melvin Knapp, George Latimer, Louis Love, Newell Layton, William McDonald, Merlin Morrison, James Nordberg, Aloize Pruss, Emil Peterson, Ward Raybould, William Read, Walter Sugden, Verne Sperry, Claire Self, Adolph Soderberg, Harry Stromness, Jesse Watson, Ray Werner, Clarence Wright, Harold Young, La Real Banks, Gertrude Batley, Ora Bosen, Thelma Browning, Eleanor Crockett, Elizabeth Cunningham, Annie Crumble, Ida Dietliker, Mildred Eardley, Mamie Elmore, Mildred Forbes, Eloree Garner, Gladys Grant, Ethel Gregg, Zenna Halvorsen, Della Harman, Ethel Heath, Elvera Hartman, Olive Johansen, Mary Jones, Gladys Kessler, Lois Knowlden, Anna Leiding, Vera Letson, Esther Lever, Velma Mack, Jenevee Nelson, Virginia Pendleton, Agnes Peters, Hazel Perry, Vesta Rydman, Carrie Ruddy, Era Shaw, Mildred Sugden, May Sutten, Bertha Smith, Edith Shelton, Lucile Scheller, Anna Thomas, La Veral Thompson, Rose Westman, Maud Wetzel, Myrtes Wetzel, Xenia Worthen, Ida Warshaw.

Ninth Grade.

Frank Anderson, Bryan Aubrey, Paul Chesley, Walter Hatton, Curtis Husbands, Eugene Jacobs, Raymond Kirk, Warren Lefever, Henry Lofquist, Clyde Marcroft, Leland Parker, Albert Price, Ray Sorensen, Simon Weiss, George Watts, Nora Ahern, Sophie Burkhardt, Leah Burbridge, Margaret Bowman, Merlyn Chamberlin, Anna Christensen, Ruth Flandro, Louise Francom, Elizabeth Giauque, Irene Hartley, Alice Leflier, Beatrice Rose, Violet Shaw, Ruth Worthen, Ida Wihler.

LAFAYETTE SCHOOL.

Ruth Allen, Mathilda Bargaehr, Vera Beltzer, Minnie Bianco, Sidney M. Burdette, Alvin W. Carlson, Ruth G. Carpenter, Lorenzo S. Clawson, Virgil Coombs, Charles B. Cowan, Ruth Evans, Opal A. Fitzgerald, Adrian J. Gray, Janice Greene, Judith Hills, Elise Hogensen, Lillian M. Jacobsen, Robert R. Johnson, Sam Kalmonovitz, Cleta M. Kennedy, James Kyle, Susie Margetts, Henry E. Marron, Byron B. Maw, Mildred M. Morris, Preston A. Moyle, G. Stanley McAllister, Jack Nickolson, Eugenia Parver, Parley O. Pratt, Arthur Reynolds, Fred W. Rose, Josephine Smith, Stanley Smith, Louise Snyder, Olive Snyder, James Spry, Geneva Thomas, Dorothy Wells, Hortense West, George Williams, Virgil A. Wyatt, Paul Anderson, Edith E. Beatie, Frank H. Beck, Winston E. Best, Lucy Budd, Lucille Budgett, Marinda Bull, Marion Cartwright, Blanche Coursey, Carol Cowley, Lulu F. Davis, George Ecenroad, Mary L. Glenn, Leander S. Hunter, Helen Hein, Leland M. Hogan, Bernice Howe, Carl C. Allen Jensen, Carl W. Jones, Albion L. Kitchens, Cornelius Lund, Edel M. Magdiel, Tom C. Mathews, Parl A. Mitchell, William H. Neibaur, Emma A. Oakley, Aleida D. Parkinson, Deanne Parkinson, Edith R. Parry, Rhea M. Platt, Myrle R. Pratt, Parley Rasmussen, Frances M. Russell, Edith Smith, Silas S. Smith, Joseph E. Stevenson, Clifford W. Van Dyke, Eugene R. White, Lathrop Whitehead.

LONGFELLOW SCHOOL.

Afton Boothe, Kenneth E. Bourne, Clarence B. Brown, Charles A. Caine, Gwendolyn M. Caine, Effie M. Coutts, John W. Cronin, Cyrus H. Crowton, Donna I. Cunningham, Mary J. Dern, William C. Farrell, George G. Havercamp, Lyle H. Higham, Gladys L. Hough, Earl W. Jackson, Alexander C. Jacobsen, Eva R. James, Voyle M. James, Elmer C. Jenkins, Chester C. Kelsey, Carl J. Lundquist, Richard W. Madsen, Francis C. Middlemas, May Muir, Myrtle A. Parkinson, Helen D. Pascoe, Donald E. Penny, George I. Reed, Guy H. Strickley, Minna Thomas, Emerson P. Watts, Clement Enking.

LOWELL SCHOOL.

Herman Cleghorn, Gordon Sawyer, Paul Morgan, Lalla Ackerman, Maud Ackroyd, Lydia Alder, Isabelle Armstrong, Mary Burton, Lucille Castleton, Lizzie Eatough, Anna Gillis, Virginia Gillis, Ruth Holbrook, Margaret Owen, Lydia Parry, Bessie Porter, Lucile Pyper, Nellie Robinson, Florence Rust, Carrie Samuelson, Ruth Smith, Harold Browning, Julian Clawson, Royal Dustan, Walter Fellows, Truman Ferry, William Ferry, Jay Garn, Ruskin Hamlin, Theron James, Robert Knight, Wallace Kunkel, Donald McMillan, Albert Nelson, George Pendleton, Philip Scott, John Sharp, Douglas Stancombe, Grant Stringham, Brennan Thomas, Vernon Townley, Robert Wasson, Bertha Stayner, Lucile Talmage, Margaret Woodard, Mary Bateman, Robert Buckley, Roger Cannon, George Maycock, Karl Richards, Harold Rives, Willard Squires, Genevieve Boyd, Bernice Hirschman, Marie Horton.

ONEQUA SCHOOL.

Margaret Ashley, Edna Davis, Laura Hazen, Norma Hansen, Ethel Jones, Edna Karren, Mary McKean, Hazel McClure, Edith Nelson, Ella Nelson, Elsie Pye, Louie Peterson, Ruth Ridd, Myrtle Ridd, Annie Riley, Jennie Stanbridge, Ireta Taylor, Thelma Whittaker, Alma Andersen, Lester Blank, Walter Druce, John Ferrin, Claude Gillespie, Chauncey Huntington, George Hackwell, Richard Haslam, Walter Hotiger, Theodore Jensen, George Jones, Ernest Milton, Frank Perkins, Charles Pitt, Gerritt Steenblik, William Thomas.

POPLAR GROVE SCHOOL.

Rosy Basone, John Barron, Edward Roesch, Leone Gedge, Lily Neilson, Herman Baumann, Ruth Hanson, Kathrine Anderson, Laura Davison, Irene Brewer, Christine Hanson, Amber Knight, Eric Janke, Lena Brinkman, Clara Naschcke, Elsie Lange, Evon Waspe, Vernon Peterson, Charles Knight, Ernest Fallentine, Elsie Maxfield, Clarence Weight, Carl Lange.

RIVERSIDE SCHOOL.

Harold P. Anderson, Carl W. Barg, Benjamin P. Bullough, Alan M. Cannon, Kenneth O. Cunningham, Clifford L. Dyet, Ernest E. Faulkner, Orville Hendrickson, Frank M. Jones, Mark E. Peterson, Walter C. Rotzler, Ernest A. Sax, Harold F. Silver, Raymond F. Sudbury, Samuel Colclough, Edna L. Bates, Cecil F. Carstensen, Blanch J. Christenson,

Elsie R. Dansie, Irene I. Fenton, Mabel Hall, Emma A. Johnston, Adelia B. Larsen, Leah M. Linch, Bessie Pearson, Mona E. Peterson, Clara I. Rizzuto, Angelina Robinson, Myrtle A. Simpson, Cora Rosander, Esther Rosander, Alfrieda M. Westerson, Edith E. Brown, Nellie S. Smith, Vera Smith.

TRAINING SCHOOL.

Frank Burrows, Royal Bell, Maurel Bell, Glenn Brown, Henry Elder, Gordon Ernst, Reulon Gatherum, Van H. Grant, Arland Hoggan, Clyde Hood, Maurice Jackson, John Klessinger, Mervin Saunders, Archie Sutton, Ralph Thomas, Sarah Bellamy, Esther Bennion, Beatrice Bolton, Mina Hoggan, Mary Hughes, Elizabeth Klotz, Janet McDonald, Dortha Miller, Grace Olson, Myrtle Palmer, Mae Paramore, Della Parry, Ruth Phillips, Helen Pum, Gertrude Reynolds, Margaret Stewart, Rosalind Straup, Natalie Walker, Helen Van Wagoner, Pierce Barrette.

WASATCH SCHOOL.

Helen Bennett, Frances Bowerman, Martha Bradley, Anna Dailey, Melba Dunyon, Ruby Gulbransen, Louise Hodson, Ruth Heginbotham, Frances Jennings, Gloria Kerr, Mary Lynch, Eunice Raddatz, Jane Uline, Elnora Woolley, Hazel Blomquist, Ruth Evans, Hazel McCluskey, Agnes McGhie, Muriel Gates, Emil Boire, Frank Coombs, Newell Dayton, John Doubrey, Clyde Ford, Wm. Hardiman, Walter Lundberg, Lyman Miller, Joseph Neville, Jr., Curtis Parks, Archie Robertson, Bert Smith, Frank Schultz, Ernest Austin, Frank Finch, Robert Lehmann, Louise Ware, Mariel Strong, Ellen Armour, Elizabeth Butler, Dorothy Doolittle, Irma Jensen, Fern Johnson, Maurine Morgan, Lucille Smith, Beatrice Sherwood, Edith Timms, Margaret Woodward, Vera West, Lucile Webster, Manno Alias, Stanley Baker, Robert Christie, Milton Dorius, Scott Gardner, Edward Hayes, Clifford Hudson, Ivan Hanson, Anton Johnson, Lyman Nebeker, Harland Theobold, John Tuckett.

WASHINGTON SCHOOL.

Lillie Phelps, Mamie Sorenson, Mabel Hanson, Norene Perigo, Mary Johnson, Evelyn Van Natta, Ellen Hanson, Ethel Adams, Elsie Lew, Waime Irvine, Cynthia Arnold, Irene Peterson, Elvera Alseen, Melbourne Beckwith, Lenore Bate, Vevay Matheson, Trieste Pearson, Pearl Flint, Manila Beebe, Virginia Papworth, Edna Peterson, Harold

Effinger, Einer Berg, Lyle Papworth, Clifford Snow, Gomer Thomas, Rodney Farnes, Frank Newton, Jesse Larrabee, William Parkinson, Frank Thomas, Alan Wood, Milton Rossiter, Elbert Soper, Lloyd Egan, Harold Morgan, Leroy Fielding, James Garbett, Kenneth Robbins, Lillian Anderson, Dora Robinson, Rose Viallet, Elizabeth Wissler, Doris Stewart, Gladys Spry, Ruth Wood, Irene Thurgood, Lila Bleak, Lavon Amundson, Nelson McNeil, William Neal, Margaret Hinckley, Ivie Mellen, Segrid Larsen, Bessie Vincent, Alvin Hock, Alvin Pinney.

WHITTIER SCHOOL.

Ruth Bernard, Marion Barrett, Lois Bradford, Thelma Dahlen, Marie Ehlers, Leone Evans, Vera Erickson, Eva Holmberg, Freda Jackstein, Mina Jensen, Minnie Kienke, Magdalene Lohman, Gladys Jones, Elma Perry, Marie Rosenlund, Miriam Stephenson, Evalyn Schank, Birdie Sanders, Jean Wilson, Emma Rose Woodruff, Wallace Bond, George Brittain, Rodger Crow, Leon Dickerson, Harold Dickerson, Donald Daynes, Paul Dorius, Milton Felt, Peter McCarthy, George Natter, Archie Nelson, Martin Nelson, Laurence Nowell, Laurence Park, Harry Pautsch, Fred Poulsen, Willis Rokes, Elden Sanders, Bernard Sorenson, Henry Swenson, Frank Tavey, Alton Wright.

JACKSON SCHOOL.

Mid-Year.

Henry Anderson, Milton Backman, Fredrick Buschmann, Chauncey Craddock, Ernest Crowton, Dewey Earnshaw, Hamlet Evans, Leslie Holmes, Matthew Haslam, Samuel Harman, Leslie Jones, Lawrence Johnson, Eddie Kilbourn, Archie W. Kilbourn, Kyle A. McMillan, Percy Miller, Wm. Niewoehner, George R. Platt, Arthur Speight, Clifford Swan, Kenneth Soper, Lynden Shingleton, Earl H. Taylor, Orlan Williams, Ralph Williams, Dewey E. White, Macbeth Bancroft, Edith D. Bowring, Irene Bollsweller, Olive J. Bourne, Rossie M. Brown, Lillian Durrant, Marie Edgington, Mrytle Edwards, Marie Hurst, Irene Harman, Vera L. Jones, Sarah Kellogg, Emma Love, Ivy Mitchell, Erma Middlemus, Nina Nyberg, Lenora Nyberg, Clara Riley, Beth Sundstrom, Lizzie Timpson, Emily Vincent, Felicia Williams, Edna Williams, Leona Robinson.

**HIGH SCHOOL
COMMENCEMENT PROGRAM**

June 11, 1914.

Selection—"Faust"	High School Orchestra
President's Address	Robert V. Derrah
Song—"Our Alma Mater".....	Senior Class
Recitation—"Briar Rose"	Sophia Hardy
Song—"Greeting to Spring"	Girls' Glee Club
Address	Supt. D. H. Christensen
Song—"Bella Napoli"	Senior Class
Presentation	Elizabeth Noal
Acceptance	Russell Ihrig
Selection—(a) "Humoresque"	High School Orchestra
(b) "Danse Orientale"	
Awarding of Diplomas.....	Dr. F. S. Bascom
Class Song	Senior Class
School Song—"Red and Black"	All High School
March—"Coronation"	High School Orchestra

Graduates.

CLASSICAL COURSE.

Braffet, Maud	Love, Miriam B.
Calderwood, Edna	McCarty, Josephine
Carthey, Helen	Moyle, Elizabeth May
Curtin, Kate E.	Moyle, Harriet Preston
Duvall, Vera Marie	Sanders, May
Howard, Marie	Straup, Cordelia
King, Ruth Lynne	Squires, Eva Beatrice
Kipp, Corinne	Worrall, Vernon

SCIENTIFIC COURSE.

Armstrong, John S.	Collier, Robt. T.
Baxter, Frank E.	Cook, J. Douglas
Berryman, Charles R.	Goss, Harold
Boehmer, Norris	Groshell, Clarence
Bolin, Nils	Hayward, Gammon
Chamberlain, Clyde	Jessen, Robert

Moreton, Fred A.	Snow, Chester C.
Mayne, Donald	Spooner, Murray
Parmelee, Theron S.	Wallace, Quintin W.
Pettigrew, Moses W.	Wardrop, Starr
Porter, Joseph	Whitehead, Edgar
Prout, Ralph B.	Young, Marshall
Reedall, Harold	Ziegler, Werner
Schultz, Harry J.	Van Alstine, Gordon

ENGLISH COURSE.

Groshell, Florence G.	Kass, Eva Pearl
Jennings, Mary	Staines, Lillian

NORMAL PREPARATORY COURSE.

Brown, Loreine E.	Lerwill, Ruth R.
Cartwright, Ruth C.	Mann, Nellie
Chinn, Georgia	Mulholland, Ruth
Decker, Florice E.	Peck, Gladys
Hardy, Sophia L.	Thorup, Winnifred
Johnson, Leona G.	Winn, Hyacinth

MECHANIC ARTS COURSE.

Croft, Gordon C.	George, Leroy.
	Siebert, Richard

ELECTIVE COURSE.

Beatie, Mary Lyle	Kyle, Mary
Cannon, Dorothy	Lund, Eva Catherine
Cook, Harriett	Reynolds, Mary
Copeland, Helen Lael	Noall, Elizabeth
Currie, Lyle Mary	Pettigrew, Ruth
Day, Dorothy	Schick, Dora
Ewing, Margaret M.	Spence, Olevene Marie
Farnsworth, Athene H.	Pinney, Afton
Gilroy, Frances	Robinson, Elsie
Groesbeck, Gay	Thomas, Mary Gladys
Hein, Dorothy	Tuttle, Marion T.
Huhl, Ruth	Homer, Lillian
Jenkinson, Dorothy	Warren, Anna H.
Jennings, Marion	Watkins, Mary

Williamson, Dorothy	Nelson, Arlen Claron
Wyatt, Edna B.	Pyke, Leslie
Bennett, Donald	McCarthy, George
Davis, Morris K.	May, Earl
Derrah, Robt. V.	Richardson, Asahel
Ferris, Lockwood	Rudine, Harry
Frobes, Herman	Simon, Louis
Gibson, William H.	Snyder, Orson
Gillespie, Walter J.	Thompson, Franklin S.
Hamilton, Alexander	Williamson, Earl
Hixson, Lafe	Yeates, Kenneth W.
King, Creighton	Wolf, Lena

DOMESTIC SCIENCE COURSE.

Baumgartner, Ethel	Coppin, Lenore
Cook, Evelyn	Jones, Eloise
	Parsons, Ruby E.

MID-YEAR GRADUATES.

Purefoy, Alice	Goss, Chalapha
Duvall, Torrance	Thome, Glen

COMMERCIAL COMMENCEMENT PROGRAM

June 10, 1914.

Music	High School Orchestra
Chorus—"Barcarolle"	The Class
Address of Welcome	President Alva Johnson
Original Oration	Eva Penrose
Piano Solo	Dolly Crompton
Original Oration	Herbert Levison
Recitation	Emma Nelson
Soldier's Chorus	The Class
Presentation by Class of '14	James Armstrong
Acceptance by Class of '15.....	Marion Anderson
Address to Graduates and Presentation of Diplomas..	Mr. A. McMullen
Farewell Song	The Class

GRADUATES.

Bertha T. Arrested	Elsie Anderson
Verda Anderson	Viola Browning
Isabel Child	Esther Chytraus
Gwendolyn Crompton	Anna R. Daniels
Ethel Erickson	Leta Farmer
Leone Ford	Myrtle Greene
Beulah Harrison	Flossie Haslam
Cecilia Heckmann	Golda James
Alva Johnson	Gunda Johnson
Emma Nelson	Ethel Neslen
Eva Penrose	Vera Peterson
Hazel Samuelson	Sarah Shurwitzsky
Cora Smith	Susie Sutton
Mabel Uhstrom	Reva Zimmerman
James Armstrong	Herbert Levison
Bryan G. Lubeck	George Luke
Clarence Rudine	Elmer Van Cott
Edward Whitney	Harold Shumann

BONNEVILLE SCHOOL

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
E. W. Fraser	Principal	1911	14	Utah Agricultural College, g.
Mary M. Higgs	1B-2B	1911	0	Utah State Normal, g.
Vera O. Rowe	3B-4B	1911	2	Utah State Normal, g.
Beulah M. World	5B-6B	1913	0	University of Utah, g.
BRYANT SCHOOL.				
F. D. Keeler	Principal	1890	3	University of Utah, g.
Rachel Edwards	7B	1903	13	Utah State Normal, g.
Jessie Harroun	8B	1911	8	Gordon Academy, g.
Louise Benz	8B	1901	0	Utah State Normal, g.
Eva Eldredge	8B	1908	3	Colorado State Normal, g.
Meta Boettcher	8B	1910	3	High School, Strassburg.
Lacy Farnsworth	8B	1912	0	University of Utah, g.
Gertrude Hartwell	8B	1912	0	University of Utah, g.
Minnie Cassidy	9A	1906	3	University of Michigan, g.
Lisle Bradford	9A	1906	0	Utah State Normal, g.
Sarah Gillett	9A	1896	2	Utah State Normal, g.
Elizabeth Fitz Gerald	9A	1902	10	Minnesota State Normal, g.
EMERSON SCHOOL.				
Mary Dysart	Principal	1892	6	Nebraska State Normal.
Edith Smith	Kindergarten	1905	2	Utah State Normal, g.
Esther Rasmussen	Kindergarten, 1B	1913	0	Utah State Normal, g.
May Rasmussen	1B	1911	0	Utah State Normal, g.
Pearl Durnell	1A-1B	1900	1	Utah State Normal, g.
Irene Scobee	Assistant	1913	0	Utah State Normal, g.
Ida Coombs	1B	1912	30	Brigham Young University.
Corinne Young	Assistant	1912	0	Utah State Normal, g.
Corinne Foster	2B	1905	0	Utah State Normal, g.

EMERSON SCHOOL—Continued.

SALT LAKE CITY PUBLIC SCHOOLS

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NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Naomi Beer	Assistant	1913	0	Utah State Normal, g.
Ruby Chadwick	2A-3A	1911	0	Utah State Normal, g.
Alice Hillam	2B-3A	1901	1	Utah State Normal, g.
Mary Oden	Assistant	1913	1/2	Utah State Normal, g.
Mary Albaugh	. . . . .	1910	3	University of Kansas.
Lucy Quinn	3B	1908	0	Utah State Normal, g.
Lucile Gilmer	4A	1908	2 1/2	Utah State Normal, g.
Ethel Riley	4B	1912	1	Utah State Normal, g.
Ela. Jeremy	4B	1905	5	Salt Lake High School.
Maude Baxter	5A	1907	3	L. D. S. Normal, g.
Irene Emery	5B	1900	3	Iowa State Normal.
Flora Hosford	5B-6A	1907	0	Utah State Normal, g.
Anna Myers	6B	1909	11	Ohio State Normal.
Mary Moffett	6B	1901	1	Utah State Normal, g.
Sarah Lake	7A	1895	14	Oswego State Normal, N. Y., g.
Blanche Kidder	7B	1907	0	Utah State Normal, g.
Wilberta Whitney	7B	1909	2	State Preparatory, Boulder, Col., g.
Ina Nichols	8A	1903	3	Salt Lake High School, g.
Emma Holland	8B	1909	10	Indianapolis Teachers' College, g.
Emma J. Mitchell	8B	1899	7	Clinton High School, Iowa.
Louise A. Shiell	Ungraded	1894	22	University of Illinois.
Caroline Harrison	4A	1901	3	St. Mary's Academy.
Jean Hyde	Domestic Science	1905	0	Utah State Normal, g.
ENSIGN SCHOOL				
Josephine Chambers	Principal	1899	2	Utah State University, g.
Jessie Tibbs	Kindergarten, 1A-B	1903	0	Utah State Normal, g.
Dora Hall	Kindergarten, 1A-B	1912	0	Utah State Normal, g.
Martha A. Mandell	1B	1912	9	Burlington Training School, g.

ENSIGN SCHOOL—Continued.

NAME	GRADE		When Appointed (Year)	Prior Experience (Year)	WHERE EDUCATED
Rita Kelson	2A		1913	0	Utah State Normal, g.
Lislie Riggs	2B		1911	2	Brigham Young University.
Ethel Horkin	3A-3B		1910	0	Utah State Normal, g.
Julia Welch	3B-4A		1907	4	Utah State Normal, g.
Evelyn Thomas	4B		1910	0	Utah State Normal, g.
Louise Burton, Sub.	5A		...	6	Wellsville High School, Ohio, g.
Nora Reese	5B-6A		1904	0	Utah State Normal, g.
Olive Ferris	6B		1905	10	Indiana State Normal.
FOREST SCHOOL.					
Della Pendleton	Principal		1913	22	Collegiate Institute.
Van Duyn Doty	1A-1B		1905	0	Utah State Normal, g.
Mary Grimsdell	Assistant		1913	0	Utah State Normal, g.
Ruby Thorstrom	1B-2B		1913	6	Utah State Normal, g.
Mabel Sorensen	2B		1913	6	Utah State Normal, g.
Emma Bertagnoli	3A-3B		1911	0	Utah State Normal, g.
May Jespersen	3B		1913	4	Utah State Normal, g.
Emma Harries	4A		1913	2	Salt Lake High School, g.
Alice Hale	4B		1913	4	Utah State Normal, g.
Ruby Neslen	5A		1909	0	Utah State Normal, g.
Gertrude Arbuckle	5B		1913	7	L. D. S. Normal, g.
Martha Simons	5B-6B		1910	0	Utah State Normal, g.
Jeanette Mitchell	6B		1906	3	Utah State Normal, g.
Mary Riches	7B-8B		1913	7	Utah State Normal, g.
Lillian Whelan	8B		1913	9	Utah State Normal, g.
FRANKLIN SCHOOL					
F. N. Poulson	Principal		1904	9	Utah Agricultural College, g.
Marguerite Quinn	Kindergarten		1913	0	Utah State Normal, g.

FRANKLIN SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Mildred Krebs	Kindergarten	1910	0	Utah State Normal, g.
Bessie Warren	1A	1913	½	Buffalo Normal, N. Y., g.
Margaret Livingston	1B	1899	0	Utah State Normal, g.
Alice Hagerly	1B	1913	1	University of Utah.
Agnes McMahon	1B-2A	1910	5	Leadville High School, Colo., g.
Effie Davis	2B	1912	0	Utah State Normal, g.
Mary Beach	3A	1912	0	Utah State Normal, g.
Harriet Partridge	3B	1911	2	Salt Lake High School, g.
Emma Evans	4A	1903	1	Utah State Normal, g.
Ethel Graham	4A-4B	1911	2	Utah State Normal,
Jane Cutler	4B	1901	0	Utah State Normal, g.
Alice Macdonald	5A	1906	0	Utah State Normal, g.
Harriet Penfold	5B	1906	2	Utah State Normal, g.
Winnie Webb	6A	1902	0	Utah State Normal, g.
Bearrice Logie	6B	1911	10	University of Utah.
Amelia Schwalback	7A	1908	5	Wisconsin State Normal, g.
Ella Kelsey	Ungraded	1902	0	Utah State Normal, g.
FREMONT SCHOOL.				
E. S. Hallock	Principal	1890	14	Utah Agricultural College, g.
Florence Havener	Kindergarten	1913	0	Utah State Normal, g.
Lois North	1A-1B	1912	10	Plymouth Indiana High School, g.
Ethel Husbands	1B-2A	1911	0	Utah State Normal, g.
Mary Wood	2B	1912	0	Colorado State Normal, g.
Bay Carter	3A	1911	1	Christian College, Columbia, Mo.
Elsie Frederickson	3B-4A	1907	0	Utah State Normal, g.
Zetta Rands	4B-5A	1911	6	Utah State Normal, g.
Anna Beah, Sub	Substitute, 5B	.....	6	Utah State Normal, g.
Luelia Irvine	6B	1907	1	Salt Lake High School, g.
Matilda Bliss	7B	1893	15	Utah State Normal, g.

APPENDIX

GRANT SCHOOL.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
W. D. Prosser	Principal	1899	2	Utah Agricultural College, g.
Erma Fenton	Kindergarten	1909	0	Utah State Normal, g.
Evelyn Dresser	Kindergarten	1911	0	Utah State Normal, g.
Julia Little	1A-1B	1911	0	Utah State Normal, g.
Bertha Fassell	Assistant	1913	0	Utah State Normal, g.
Agnes Lawson	1B	1904	0	Utah State Normal, g.
H. May Brown	2A	1910	0	Utah State Normal, g.
Lulu Cram	2B	1910	0	Utah State Normal, g.
Hazel Smith	2B	1911	0	Utah State Normal, g.
Chloe Sharp	3A	1912	1	Utah State Normal, g.
Annie Anderson	3B	1901	0	Utah State Normal, g.
Ethel Valentine	3B	1910	0	Utah State Normal, g.
Emily Harris	4A	1911	0	Utah State Normal, g.
Flora Woodmansee	4B	1911	0	Utah State Normal, g.
Maude Ribbett, Sub	4B	1914	15	Utah State Normal, g.
Ada Heinrichson	5A	1913	8	Utah State Normal, g.
Edna Wilkinson	5A	1908	0	Utah State Normal, g.
Laura Stevens .....	.5B	1911	0	University of Utah, g.
Barbara Hoffer .....	.6A	1902	7	Bloomsbury, Pa., High School.
Rhoda Duffy .....	.6B	1906	8	Brooklyn High School.
Josephine Mooney .....	.6B	1908	2	Clinton, Wis., High School.
Mary Helm .....	.7A	1908	8	Utah State Normal, g.
Lillian Simonds .....	.7B	1908	18	Utah State Normal, g.
Elizabeth Stocking .....	.8A	1903	9	Neodesha, Kans., High School, g.
HAMILTON SCHOOL.				
Harold J. Stearns	Principal	1906	10	Utah Agricultural College, g.
Ada Holmes	1B	1910	0	Utah State Normal, g.
Katherine Curley .....	.1A	1912	0	Utah State Normal, g.

HAMILTON SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Doris Raymond	Assistant	1912	0	Utah State Normal, g.
Annie Christensen	1B-2A	1905	0	Utah State Normal, g.
Lillian Lewis	1B	1913	0	Utah State Normal, g.
Matilda Stephens	2B	1904	13	Fremont, Neb., Normal, g.
Arline Kelson	2A-2B	1913	0	Utah State Normal, g.
Kate Alley	3A	1896	0	Utah State Normal, g.
Bessie Wilcox	3B	1910	0	Utah State Normal, g.
Norma Wareing	3B	1912	0	Utah State Normal, g.
Carrie Christensen	4A	1908	0	Utah State Normal, g.
Rachel Ure	4B	1900	4	University of Utah.
Minnie Williams	4B	1910	0	Utah State Normal, g.
Anna S. Jensen	5A	1903	0	Utah State Normal, g.
Julia Hallen	5B	1910	5	Utah State Normal, g.
Elinor Roche	6A	1910	7	Utah State Normal, g.
Sarah J. Lytle	6B	1901	20	West Union, Ia., High School, g.
Emma L. Sudheimer	6B	1904	0	Utah State Normal, g.
Mary H. Wanless	7A	1898	5	East Denver High School, g.
Marie Jensen	7B	1904	0	Utah State Normal, g.
J. M. Anderson	7B	1906	22	Brigham Young University, g.

HAWTHORNE SCHOOL.

Elizabeth V. Fritz	Principal	1893	15	Geneseo, N. Y. State Normal, g.
Iris Campbell	Kindergarten	1911	1	Utah State Normal, g.
Lillian Thomas	1B	1913	0	Utah State Normal, g.
Emma Swan	1B	1891	9	Elmira, N. Y., High School, g.
Bessie Whitaker	2A	1913	1	Utah State Normal, g.
Rose Thomas	2B	1902	3	Utah State Normal, g.
Nellie Livingston	3A	1908	1	Utah State Normal, g.
Edith Gaby	3B	1906	0	Utah State Normal, g.

HAWTHORNE SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Mary Watkins	4A	1908	0	Utah State Normal, g.
Minnie Davis	4A	1911	3	Des Moines College, Iowa, g.
Ruby Gamette	4B	1905	0	Utah State Normal, g.
Hannah Allen	5A	1910	9	Utah State Normal.
Fannie Allen	5B	1908	18	Utah State Normal.
Georgia Young	6A	1910	1	Utah State Normal, g.
Marjorie Whiteley	6B-7A	1902	4	Utah State Normal, g.
Mattie Wilt	7B-8A	1900	15	Cook County Normal.
 IRVING SCHOOL.				
J. Challen Smith	Principal	1910	6½	Butler College, Indianapolis, Ind., g.
Marian Yeamans	1A	1913	0	Utah State Normal, g.
Mary A. Robinson	1B-2A	1894	0	Kansas State Normal.
May Brown	2B	1910	3	Utah State Normal, g.
Edith Ekstrom	3B	1912	0	Utah State Normal, g.
Susanna Hawes	4B	1905	12	Chicago State Normal.
Carrie Hamilton	5A	1908	9½	Chautauqua University, g.
Rhea Simons	5B	1907	3	Utah State Normal.
Florence Crossen	6B	1910	11½	Calumet, Mich., High School, g.
Grace Parr	7B	1907	3	Penn College Iowa.
Rose Storer	8B	1893	7	Illinois State Normal.
 JACKSON SCHOOL.				
Wm. S. Rawlings	Principal	1910	25	Utah Agricultural College, g.
Helen Denny	Kindergarten	1910	0	Utah State Normal, g.
Ruth Beless	Kindergarten	1913	0	Utah State Normal, g.
Rae E. Woodcock	1A	1904	6	Utah State Normal, g.
Emily Holmes	1B	1913	0	Utah State Normal, g.
Ella Chase	1B	1903	7	Utah State Normal, g.

JACKSON SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Laura Rudolph	1B-2A	1913	0	Utah State Normal, g.
Irma Glanfield	2A	1910	0	Utah State Normal, g.
Virginia Snow	2B	1913	0	Utah State Normal, g.
Millie Levy	3A	1913	0	Utah State Normal, g.
Myrtle Kelsey	3A	1910	1	Utah State Normal, g.
Emma Quayle	3B	1905	9	Iowa High School, g.
Augusta Bowdidge	3B-4A	1910	0	Utah State Normal, g.
Sallie White	4A	1906	1	Collegiate Institute, g.
Mayme Beamish	4B	1906	1	Ogden High School, g.
Rose Cook	5A	1907	12	Cusack's Training School, g.
Effie Clayton	5B	1912	4	Utah State Normal, g.
Christie Ellingson	6A	1911	9	University of Utah.
Mary Christensen	6B	1901	4	Utah State Normal, g.
Nora Wanless	7A	1909	2	Salt Lake High School, g.
Bertha Johnson	7B	1912	10	Utah State Normal, g.
Lydia Smithson	7B	1900	0	Utah State Normal, g.
Goldie Brookings	8A	1913	15	Iowa State Normal.
Pauline White	8B	1908	0	Utah State Normal, g.
Chas. H. Keele	8B	1911	10	University of Utah, g.
Sue Corbett	Ungraded	1905	8	Voorhees Normal, g.
JEFFERSON SCHOOL.				
W. J. McCoy	Principal	1891	9	Utah Agricultural College, g.
Martha Smith	Kindergarten	1910	0	Utah State Normal, g.
Mabel Thorup	Kindergarten	1909	1	Utah State Normal, g.
Emma Bledsoe	1A-1B	1890	2	Salt Lake Collegiate Institute, g.
Lucile Barker	Assistant	1913	1	Utah State Normal, g.
Myrtle Cracraft	2A-2B	1908	1	Utah State Normal, g.
Amy Tremayne	Assistant	1913	0	Utah State Normal, g.

JEFFERSON SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Opal Rice	2B	1913	3	Peru, Nebraska, State Normal, g.
Lois Jacobs	3A	1912	0	Utah State Normal, g.
Harriet McGee	3B	1913	8	Illinois State Normal, g.
Roselle Scofield	4A	1910	0	University of Utah, g.
Minnie Miller	4B	1911	1	Salt Lake High School, g.
Carrie Romence	5A	1907	0	Utah State Normal, g.
Ida Roberts	5B	1905	3	Utah State Normal, g.
Mary Dutton	5B	1910	0	University of Chicago, g.
Leah Martin	6A	1903	0	Utah State Normal, g.
Mary Rose	6B	1909	1	Utah State Normal, g.
Electa Skeen	7A	1912	6	Utah State Normal, g.
Myrtle Brain	7B	1908	0	Utah State Normal, g.
Martha Alexander	8A	1898	0	Utah State Normal, g.
Laura Malin	8B	1909	4	Salt Lake High School, g.
Leah Arnold	8B	1892	18	Ohio Wesleyan University, g.
Alma Sullivan	8B	1913	1	University of Nebraska, g.
Lydia Palmer	9A	1910	1	Salt Lake High School, g.

LAFAYETTE SCHOOL

J. H. Coombs	Principal	1901	5	Utah State Normal, g.
Lenore Hurler	Kindergarten	1912	0	Utah State Normal, g.
Elizabeth Craig	1A	1912	7	Utah State Normal, g.
Mabel Dailey	1B	1903	0	Utah State Normal, g.
Caroline Dobson	1B-2A	1913	0	Utah State Normal, g.
Adeline Thackeray	2B	1902	3	Utah State Normal, g.
Elizabeth Patrick	2B	1912	0	Utah State Normal, g.
Irma Sims	3A	1911	0	Utah State Normal, g.
Bessie M. Alston	3B	1906	8	Utah State Normal, g.
Irene Smith	4A	1911	0	Utah State Normal, g.

LAFAYETTE SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Poly Reynolds	3B-4B	1908	0	Brigham Young Normal, g.
Ivy Wilkinson	3B-4B	1910	0	Utah State Normal, g.
Louisa King	4B	1902	1	Utah State Normal, g.
Maude Martin	5A	1912	7	Colorado Teachers' College.
Martha P. Smith	5B	1904	7	Utah State Normal, g.
Ida Hamilton	5B	1912	6	Utah State Normal.
Carolyn Koch	6A	1908	0	Utah State Normal, g.
Nora Phillips	6B	1906	14	Missouri State Normal, g.
Weitha Learned	6B	1911	0	Utah State Normal, g.
Chas. Wray	7A	1910	10	University of Nebraska, g.
Nellie Hann	7B	1900	7	Caldwell College, Ky., g.
Cora Clark	7B	1893	3	Olivet College, Mich., g.
Fannie Galbraith	8A	1904	18	Ohio State Normal, g.
Sadie Rosser	8B	1906	20	Epsworth Seminary, Iowa.
Leola Schrack	8B	1904	2	Columbus Academy.
Evans Houtz	5B-8B	1910	2½	Utah State Normal, g.
Phebe S. Saville	Ungraded	1913	10	Onawa, Iowa, High School.
LINCOLN SCHOOL.				
Evelyn Reilly	Principal	1892	0	Utah Agricultural College, g.
Vera Fueger	Kindergarten	1910	0	Utah State Normal, g.
Cliffie Cameron	4A-1B	1913	8	Utah State Normal, g.
Claire Stewart	Assistant	1913	0	University of Utah.
Adelaide Nelson	2A-2B	1905	0	Utah State Normal, g.
Edith N. Gard	Assistant	1913	½	Stanford University.
Corinne Christensen	3A	1908	0	Utah State Normal, g.
Clare Tomlinson	3B	1911	6	Wheeling High School, W. Va., g.
Nellie McArthur	4A	1912	3	Brigham Young University, g.
Mamie Abbott	4B-5A	1907	0	Utah State Normal, g.

LINCOLN SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Maudie Morgan	5B	1907	0	Utah State Normal, g.
Katherine Driscoll	6B	1910	0	Utah State Normal, g.
Clella McCready	7A	1909	4	Utah State Normal, g.
Clara Kener	7B-8A	1905	0	Utah State Normal, g.
Carlotta Jennings	Ungraded	1912	5	Illinois State Normal, g.
LONGFELLOW SCHOOL.				
A. B. Kesler	Principal	1903	0	Utah State Normal, g.
Martha McKay	1A-1B	1890	5	Warrensburg S. Normal, Mo., g.
Flora Hamilton	Assistant	1913	0	Utah State Normal, g.
Lucy Russell	2A	1909	0	L. D. S. University.
Edna Edwards	2B	1906	2	Utah State Normal, g.
Adehaide Smithen	2B-3A	1912	0	Utah State Normal, g.
Norah Zink	3B	1907	0	Utah State Normal, g.
Mabel Von Vorstenberg	4A	1910	4	Michigan State Normal.
Birdie Blomquist	4B	1907	0	Utah State Normal, g.
Ella Cobbley	5A	1910	0	Utah State Normal, g.
Mary Sayles	5B	1912	3	Fairmount College, Kans., g.
Hortense Lockhart	6A	1911	0	University of Utah, g.
Edith Kendell	6B	1902	0	Utah State Normal, g.
Euphemia Johnson	7A	1913	8	Utah State Normal, g.
Margaret Vote	7B	1908	5	Denver Normal, Colo., g.
Jane M. Carney	8B	1890	5	Salt Lake Academy, g.
LOWELL SCHOOL.				
Wm. Bradford	Principal	1890	10	Utah State Normal, g.
Beda Nordvall	Kindergarten	1909	0	Utah State Normal, g.
Katherine Gross	Kindergarten	1913	0	Utah State Normal, g.
Grace Lyons	1A-1B-2A	1906	0	Utah State Normal, g.

LOWELL SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Eugenia Stayner	Assistant	1913	1	Utah State Normal, g.
Marie Fitzgerald	2B	1911	0	Salt Lake High School, g.
Celia Cummings	2B-3A	1909	0	Utah State Normal, g.
Vera Davis	3B	1908	1	L. D. S. High School.
Hazel George	4A	1905	0	Utah State Normal, g.
Esther Ohlin	4B	1913	4	Utah State Normal,
Lily Reiser	5A	1908	0	Utah State Normal, g.
Marie Meloy	5B	1902	0	Utah State Normal, g.
Maggie Layton	6A	1899	0	Utah State Normal, g.
Fannie Buckbee	6B	1902	2	Cook County Normal, g.
Grace Montgomery	Substitute, 7A .....	.....	0	Sacred Heart Academy, g.
J. R. Tippets	Substitute, 7B .....	.....	3	B. Y. University.
Margaret Outcault	8A	1898	11	Otterbein University, g.
Carrie Sappington	8B	1906	4	Stanford University.
ONEQUA SCHOOL				
J. Fred Anderson	Principal	1909	6	University of Chicago.
Clara V. White	1A-1B	1907	0	Utah State Normal, g.
Hazel Edwards	Assistant	1913	0	Utah State Normal, g.
Lucile Beer	2B	1911	0	Utah State Normal, g.
Della Carruthers	2B-3A	1910	0	Utah State Normal, g.
Violet Bath	3B	1909	0	Utah State Normal, g.
Olive Bergstrom	4A	1912	0	Utah State Normal, g.
Florence Harrison	4B	1902	0	Utah State Normal, g.
Grace Neilson	5A	1904	0	Utah State Normal, g.
Jennette Swanson	5B	1906	1	Utah State Normal, g.
Jean MacNeil	6A	1908	8	Northern State Normal, Mich., g.
Caroline Smith	6B	1912	19	Utah State Normal.
Amber Bardsey	7A	1912	11	Utah State Normal.

ONEQUA SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Margaret Morgan	7B	1910	3	Rock Rapids, High School, Iowa.
Lillian Brooke	8B	1903	3	Plymouth High School, g.
Susette Leslie	Ungraded	1911	2	Utah State Normal, g.
J. A. Powell	5-6	1911	4	Brigham Young University, g.
OQUARRH SCHOOL.				
Oscar Van Cott	Principal	1902	15	Utah State Normal, g.
Ada Pratt	1A	1896	0	Salt Lake High School, g.
Ivy Harvey	Assistant	1913	0	Utah State Normal, g.
Dorothy Bowman	1B	1894	0	Utah State Normal, g.
Frances Rose	Assistant	1913	0	Utah State Normal, g.
Florence Smithen	2B	1908	0	Utah State Normal, g.
Mary Williamson	2B	1912	0	Utah State Normal, g.
Doris Skewes	3A	1911	1	Utah State Normal, g.
Eva Murphy	3B	1913	8	Nebraska State Normal, g.
Lois Anderson	3B	1909	1	Utah State Normal, g.
Amelia Weller	4A	1911	5	Ohio University.
Ethel Harvey	4A	1908	0	Utah State Normal, g.
Marion Halstead	4A	1913	7	Utah State Normal, g.
Ethel Martin	4B	1907	0	Utah State Normal, g.
Ivy Cracraft	5A	1912	0	Utah State Normal, g.
May Alexander	5B	1900	3	Utah State Normal, g.
Grace Snyder	6A	1897	0	Utah State Normal, g.
Katharine Jelich	6A-6B	1897	0	Salt Lake High School, g.
Ivie J. Ensign	6B	1908	0	Utah State Normal, g.
Daisy Finerty	7A	1911	9	Oshkosh Normal, Wis.
Mary Walcott	7B	1892	0	Hammond Hall, g.
Mina Kendall	8A	1897	0	Utah State Normal, g.
Lou Dunn	Ungraded	1895	17	Northern Indiana Normal, g.

POPLAR GROVE SCHOOL.

NAME	GRADE	When Appointed (Year)	Prior Experience (Year)	WHERE EDUCATED
J. T. Worlton	Principal	1909	6	Utah Agricultural College, g.
Caroline Lamson	1A-1B	1894	7	Teachers' College, Columbia Univ.
Josephine Smith	Assistant	1913	0	Utah State Normal, g.
Pearl Swift	2A-2B	1912	7	Brigham Young University.
Marjorie Rice	Assistant	1913	0	Colorado State Teachers' College.
Lillian Wanless	3A	1912	0	Utah State Normal, g.
Edith Beless	3B	1910	0	University of Utah, g.
Algira Thurman	4B	1911	11	Utah State Normal, g.
Anna Rottzler	5A-5B	1910	4	Utah State Normal, g.
Anna M. Davis	6A-6B	1911	20	Baker University, g.
Helene Finster	7B-8A	1908	0	Utah State Normal, g.
Vio Sorenson	8B	1911	14	Brigham Young University.
Mary Paul	4B	1910	4	Carroll College, Wis., g.
LAKE BREEZE SCHOOL.				
D. G. Spencer	14	1911	0	Utah State Normal, g.
RIVERSIDE SCHOOL.				
D. R. Coombs	Principal	1901	4	Utah Agricultural College, g.
Gwen Parry	Kindergarten	1909	0	Utah State Normal, g.
Marguerite White	1A-1B	1912	0	Utah State Normal, g.
Edith Hunter	1B	1901	4	Utah State Normal, g.
Evangeline Thomas	1A-1B	1913	0	Utah State Normal, g.
Margaret Howard	2A	1895	8	University of Illinois.
Irene Simons	2B	1913	0	Utah State Normal, g.
Elizabeth Coath Miner	2B-3A	1911	0	Utah State Normal, g.
Emma Anderson	3A	1911	0	Utah State Normal, g.
Bessie Bancroft	3B	1906	0	Utah State Normal, g.
May Thomas	3B	1894	7	Common Schools.

RIVERSIDE SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Myrtle Reese	4A	1906	1½	Utah State Normal, g.
Bertha Barney	4A-4B	1911	5	Utah State Normal, g.
Minnie Buchanan	4B	1910	7	Nebraska State Normal, g.
Eva Lambert	5A	1913	7	Park City High School, g.
Anna Bihler	5B	1913	12	University of Nebraska.
Eva Scott	5B-6A	1912	10	Valparaiso University, Indiana.
Winona Needham	6A	1896	8	Michigan Normal School, g.
Edith Koonitz	6B	1911	6	Birmingham H. School, Mich., g.
Mania Salmon	7A	1907	0	Utah State Normal, g.
Rosabelle Odell	7B	1910	4	Utah State Normal, g.
May Duke	8B	1909	6	Utah State Normal, g.

SUMNER SCHOOL.

Grace E. Frost	Principal	1903	9	Mendotta, Ill., High School, g.
Glen Thomas	Kindergarten	1910	0	Utah State Normal, g.
Mamie Banker	Kindergarten	1913	1	Cincinnati Kindergarten College.
Blanche Lawson	1B	1897	0	Utah State Normal, g.
Gertrude Roche	Assistant	1913	1	Utah State Normal, g.
Edith Keate	1B	1900	2	Utah State Normal, g.
Leona Stump	2A	1913	0	Utah State Normal, g.
Stella Brown	2B	1908	0	Utah State Normal, g.
Rita Hagerman	Assistant	1913	0	Utah State Normal, g.
Kate O'Rorke	3A	1910	0	Utah State Normal, g.
Alice Glenn	3B	1910	0	Utah State Normal, g.
Anne Taylor	3B	1911	6	University of Utah, g.
Lucie Peterson	4A	1914	5	Washington State Normal, g.
Ada Grimsdell	4A-4B	1908	1	Utah State Normal, g.
Violet Guthrie	4B	1909	2	Utah State Normal, g.
Grace Fellman	5A	1910	7	Centennial H. S., Pueblo, Colo., g.

SUMNER SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Ethel B. Martin	.5B	1911	1	Western College, Oxford, Ohio, g.
Nelle Rosser	.6A	1906	5	Dubuque, Iowa, High School, g.
Rhoda Rasmussen	.6A-6B	1910	0	Utah State Normal, g.
Blanche Young	.6B	1907	6	Utah State Normal, g.
Edith Roche	.7A	1909	6	Utah State Normal.
Maude Chugg	.7B	1907	5	Utah State Normal, g.
Flora Schwalbach	.8A	1907	7	University of Michigan.
TWELFTH SCHOOL.				
George Snow Gibbs	Principal	1910	4	Stanford University, g.
Grace Fisher	1A-1B	1904	2	Utah State Normal, g.
Ada Blank	2A-2B	1910	0	Utah State Normal, g.
Elizabeth Peterson	3A-3B	1913	4	Brighton Young College.
Mary Sherwood	4A-4B	1906	10	Maryland State Normal.
Anna Brunton	5A-5B	1913	0	Los Angeles State Normal, g.
WASATCH SCHOOL.				
Etta Powers	Principal	1893	2	Iowa State Normal.
Flora McCanne	Kindergarten	1910	0	Utah State Normal, g.
Tessie Lambert	Kindergarten	1912	..	Utah State Normal, g.
Katherine Hiskey	Substitute, 1B	1895	0	Utah State Normal, g.
Grace Stanchfield	1B	1895	0	Rowland Hall, g.
Minnie Ray	1B-2A	1901	0	Utah State Normal, g.
Hortense Levison	2B	1911	0	Utah State Normal, g.
Lois M. Davis	2B	1907	0	Eastern Ill. State Normal, g.
Franc Devereux	3A	1911	0	Utah State Normal, g.
Ora Dunford	3B	1907	0	Utah State Normal, g.
Elsie de Groot	4A	1908	0	Utah State Normal.
Grace Berman	4B	1908	7	Kansas State Normal.

WASATCH SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Adelaide Joynt	4B	1904	0	Utah State Normal, g.
Eva Lloyd	5A	1890	0	Garfield University, Kans.
Margaret Hartwell	5B	1902	5	Utah State Normal, g.
Cora Eaton	6B	1892	5	University of Pacific, Calif.
Eva Brewer	6A	1913	9	Wellesley Preparatory School, g.
Grace Smith	7B	1903	0	Utah State Normal, g.
Violet Whitworth	7A	1904	1	Utah State Normal, g.
Ruth Palmer	8B	1900	0	Utah State Normal, g.
Anna Anderson	8B	1901	0	Utah State Normal, g.
WASHINGTON SCHOOL.				
H. B. Folsom	Principal	1893	0	Utah State Normal, g.
Louise Harrison	1A-1B	1895	5	St. Mark's High School, g.
Donna Gerber	Assistant	1913	0	Utah State Normal, g.
Ivy Forrester	1B-2A	1909	0	Utah State Normal, g.
Leona Hamlin	Assistant	1912	0	Utah State Normal, g.
Florence Alt	2B	1910	0	Utah State Normal, g.
Beatrice Roche	2B	1910	1	Ogden High School, g.
Helen Davis	3A	1908	0	Utah State Normal, g.
Lois Davis	3A-3B	1910	0	Utah State Normal, g.
Bessie Worthen	3B	1908	0	Utah State Normal, g.
Jean Wood	4A	1912	2	Colorado Teachers College, g.
Zeta Morris	4A-4B	1903	0	Utah State Normal, g.
Mary Frederickson	4B	1908	0	Utah State Normal, g.
Ella Snyder	5A	1911	8	University of Utah,
Alyda Ormond	5A	1908	0	Utah State Normal.
Ida Sconberg	5B	1902	0	Utah State Normal, g.
Lola Guthrie	6A	1909	3	Utah State Normal, g.
Ida Dysart	6B	1899	6	Nebraska State Normal.

WASHINGTON SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Estelle Kane	7A	1913	2	St. Mary's Academy.
Clarissa Beesley	7B	1912	12½	Utah State Normal, g.
C. E. Angell	6A-7B	1910	3½	Utah State Normal, g.
Cora Patterson	8A	1901	10	Iowa State Normal, g.
Reitta Casady	8B	1906	0	Utah State Normal, g.
Celia McFall	Ungraded	1893	3	Kansas State Normal.

WEBSTER SCHOOL.

D. W. Parratt	Principal	1905	7	Utah State Normal, g.
Violet Iverson	1A-1B	1905	0	Utah State Normal, g.
Ione Bardsley	Assistant	1913	0	Utah State Normal, g.
Ida Fitzsimmons	1B	1913	18	Iowa Teachers' College.
Annie Johnson	Assistant	1913	0	Utah State Normal, g.
Eugenia Morf	2A-2B	1904	4	Salt Lake Seminary, g.
Alta Stookey	Assistant	1914	1	Utah State Normal.
Rubetta Moorhead	2B	1903	0	Utah State Normal, g.
Thelma Burton	Assistant	1913	0	Utah State Normal, g.
Lucy Gaby-Smith	3A	1913	4	University of Utah, g.
Nellie Pugsley	3A	1912	0	Utah State Normal, g.
Grace Tempest	3B	1909	2	Salt Lake High School, g.
Esther Davis	3B	1913	1	Utah State Normal, g.
Jennie Davis	3B	1912	6	Utah State Normal, g.
Cora Moreton	4A	1910	0	Utah State Normal, g.
Bertha Martin	4B	1904	2	Utah Agricultural College.
Maude Paul	4B	1897	0	Utah State Normal, g.
Ethel Hayward	5A	1908	0	Western Illinois State Normal, g.
Agnes Crawford	5B	1911	0	University of Wisconsin.
Ida Sims	5B	1913	13	Utah State Normal, g.
Alice Hulbert	6A	1907	1	Utah State Normal, g.

WEBSTER SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Year)	WHERE EDUCATED
Othei Packard	6B	1913	5	Agricultural College.
Mary H. Higgins	6B	1902	5	Utah State Normal, g.
Mariza Clay	7A	1900	8	Denver High School, g.
Jennie Breckon	7B	1904	0	Utah State Normal, g.

WHITTIER SCHOOL.

Mark C. Brown	Principal	1902	1	Utah Agricultural College, g.
Nellie Shermer	Kindergarten	1912	4	Utah State Normal, g.
Katherine Wilson	Kindergarten	1913	0	Utah State Normal, g.
Eliza Swenson	1A	1907	9	Brigham Young Normal, g.
Lucille Webb	1B	1912	0	Utah State Normal, g.
Theresa Godbe	2A	1891	2	Rowland Hall, g.
Minnie Hubert	2B	1913	0	Utah State Normal, g.
Essie Trout	3A	1911	0	Utah State Normal, g.
Berthena Childs	3B	1914	10 1/2	Brigham Young University, g.
Violet Bardsley	4A	1907	6	University of Utah.
Maud Clark	4B	1894	0	Salt Lake High School, g.
Helen Bergstrom	4B-5A	1910	0	Utah State Normal, g.
Irene Sudheimer	5B	1906	0	Utah State Normal, g.
Johanna Schick	6A	1907	0	Utah State Normal, g.
Jennie Crabbe	6B	1903	17	Chenoa High School, Ill., g.
Esther Hart	7A-7B	1909	2	Salt Lake High School, g.
Annette Banker	7B-8A	1897	6	Oshkosh State Normal, g.
Ella Crowder	8B	1907	8	Independence School.
Helena Williams	Ungraded	1899	0	Utah State Normal, g.

HIGH SCHOOL.

George A. Eaton	Principal	1900	8	Harvard University, g.
L. M. Gillilan	Head Dept. Mathematics	1894	9	Ohio University, g.

HIGH SCHOOL—Continued.

SALT LAKE CITY PUBLIC SCHOOLS

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NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Clarissa M. Ellerbeck	Algebra and Geometry.	1902	0	Stanford University, g.
A. O. Goodale	Algebra and Geometry.	1909	5	University of Michigan.
J. L. Horne	Algebra and Geometry.	1913	16	Cornell University.
Virginia Peterson	Algebra and Geometry.	1913	0	University of Utah, g.
Jessie Maxwell	Algebra	1905	8	State College of Iowa.
Ruth Storer	Algebra	1908	0	Wooster University, g.
John M. Cathcart	Algebra	1911	8	Knox College, Illinois, g.
Robert Hartley	Geometry	1910	2	University of Oxford, g.
Bess Crabtree	Algebra	1912	0	University of Utah, g.
L. Mabel Brown	Algebra	1910	5	University of Utah, g.
Ella M. Dukes	Head Dept. English	1892	9	Indiana State Normal.
Manie T. Moffett	English III	1901	10	Midway Normal, Kentucky, g.
Frances Qualtrough	English II and III	1893	1	Rochester High School, g.
Elizabeth Messmore	English I and II	1906	10	University of Chicago.
Mildred Powers	English I and II	1911	3	Grinnell College, g.
Alma D. Whitaker	English I and II	1889	15	Bradford Academy, g.
Hazel Stevens	English I and II	1909	3	University of Utah, g.
Dorothy Weber	English I	1911	7	Smith College, g.
Winnifred H. Dyer	English I	1910	0	Smith College, g.
Nellie Brown	English II and Oral Expr'sn	1912	9	University of Utah, g.
Hulda Youngberg	English I	1899	1	University of Utah, g.
Katherine Forrester	English	1910	7	Carlton Cl'g, Northfield, Minn., g.
Margaret Parson	English I and II	1913	1	University of Utah, g.
Ralph C. Pollock	Chemistry	1912	2	Stanford University, g.
Howard C. Beltz	Physics	1913	5½	Alfred University, N. Y., g.
Alice E. Rowe	Head Dept. Latin and Greek	1891	4	Upper Iowa University, g.
Florence Jennings	Latin I and II	1909	0	Welllesley College, g.
Marion Van Pelt	Latin I	1911	0	University of Utah, g.
Chas. H. Miles	German	1902	6	University of Utah.
Caroline Paine	German	1893	12	University of Michigan.

HIGH SCHOOL—Continued.

NAME	GRADE	WHEN APPOINTED (Year)	PRIOR EXPERIENCE (YEARS)	WHERE EDUCATED
Tillie Hesselberg	German	1911	0	Smith College, g.
Mary Kimball	German	1913	0	Bryn Mawr.
Mathilda Domenege	French	1906	6	Marist Convent, England.
Belle Blackford	French	1905	3½	East Denver High School, g.
Ira D. Travis.	Head Dept. History	1895	6	University of Michigan, g.
Fanny M. Thome	History	1903	12	University of Chicago, g.
George Haley	Zoology	1913	0	Marine Biological Laboratory, g.
A. O. Garrett.	Physiography	1902	8	University of Kansas, g.
Elizabeth Bond	Physiography	1893	5	University of Chicago.
Hazel Morse	Physiography	1913	4	University of Chicago, g.
Edna Jennings	Physiology	1912	0	Wellesley College, g.
Margaret McViechie	Head Commercial Dept.	1904	14	Chicago University.
Wm. A. McKay	Bookkeeping	1901	15	Owen Sound Col. Institute, g.
Susie Wilton	Typewriting	1903	0	Salt Lake High School, g.
Rose Howard	Asst. in Typewriting	1911	0	Salt Lake High School, g.
Margaret Eckert	Asst. in Eypewriting	1913	0	Salt Lake High School, g.
Ethel E. Riley	Shorthand	1905	1	Ohio University, g.
Lillie Harris	Shorthand	1910	3	Rowland Hall.
Emily Curtis	Shorthand	1904	14	Rowland Hall.
Ethel Connelly	English	1911	0	University of Utah, g.
Guy E. Montgomery	English	1908	0	University of Nebraska, g.
Jessie Duncan	English	1900	6	Ohio Wesleyan University.
Fred S. Jones	English and Bookkeeping	1913	0	Denver University, g.
M. Ione Carroll	Arithmetic	1904	12	Toledo High School, Ohio.
Owen Nebeker	Arithmetic	1913	4	University of Utah, g.
James D. Todd	Pennmanship	1907	7	Zanerian College, g.
R. S. McNiece	Spelling	1907	0	Princeton University, g.
L. D. Darrow.	Manual Training	1912	7	Kansas City University, g.
S. R. Egbert.	Forge and Foundry	1911	2	Utah Agricultural College, g.

HIGH SCHOOL—Continued.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Llewellyn Davies	Shopwork	1913	2	University of Wisconsin.
Helen Bartlett	Domestic Science	1911	1	Utah Agricultural College, g.
Georgiana Smurthwaite	Domestic Science	1911	1	Teachers' College, Columbia, Un.
Sarah Walter	Assistant in Sewing	1913	0	Salt Lake High School.
Mary Mayne	Mechanical Drawing	1904	0	Salt Lake High School, g.
J. T. Harwood	Art	1898	9	National School Fine Arts, g.
Louise E. Jennings	Art	1911	2	Art Institute, Chicago, g.
Emma F. Daft	Arts and Crafts	1911	23	Salt Lake High School, g.
Wm. C. Webb	Military Tactics	1901	0	Public Schools.
Charlotte Stewart	Physical Education	1911	0	University of Utah.
Ruth Fernstrom	Asst. Phys. Education (girls)	1909	0	Salt Lake High School, g.
Henry Richardson	Athletic Coach	1912	0	University of Utah.
Martha Jennings	School Matron	1901	4	Boston High School, g.

SUPERVISORS AND DIRECTORS.

	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
L. M. Qualtrough, Supervisor of Primary Grades.....	1891	10	Rochester Academy, g.
G. N. Child, Supervisor of Grammar Grades.....	1910	21	University of Utah.
Wm. A. Wetzel, Supervisor of Music.....	1899	22	University of Illinois.
J. Leo Fairbanks, Supervisor of Art.....	1905	6	Academie Julien, Paris, France.
Anna L. Corbett, Director of Sewing.....	1902	2	Boston Domestic Art School, g.
Sara E. Karrick, Director of Art.....	1904	2	Utah State Normal, g.

MANUAL TRAINING DEPARTMENT.

Anna Fouche	1908	13	University of Chicago.
Jessie L. Hutchinson	1896	0	Utah State Normal, g.
A. O. Soderberg	1908	6	Snow Academy, g.
J. O. Soderberg	1908	0	Snow Academy, g.
H. Y. Maxson	1911	0	University of Utah.
L. R. Bentley	1910	1	Brigham Young University.
W. R. Harwood	1912	0	Utah State Normal, g.
Emma Ivie	1902	5	Utah State Normal, g.
E. D. Pearson	1913	5	Pittsburg Man'l Training Normal.

DOMESTIC SCIENCE AND ARTS DEPARTMENT.

Florence Parry	1900	1	Utah State Normal, g.
Marjorie Simmons	1910	0	Thomas Normal School, Mich., g.
Laura Foster	1893	0	Utah State Normal, g.
Bessie Daniels	1912	9	Thomas Normal School, Mich., g.
Dorothy Sawyer	1913	0	Stout Institute, Wis., g.
Marie Simmons	1913	0	New York State Normal Col'ge, g.

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TWENTY-FIFTH ANNUAL REPORT

Board *of* Education
Salt Lake City
Public Schools

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FOR THE SCHOOL YEAR 1914-1915
SALT LAKE CITY, UTAH

Twenty-Fifth Annual Report

OF THE

PUBLIC SCHOOLS

OF

SALT LAKE CITY

For the Year Ending June 30, 1915

Published by the
Order of the Board of Education

Roster of the Members of the Board of Education

From the Organization, July, 1890, to January, 1916

Elected and Served During School Years Indicated.

William Nelson	From July, 1890, to January, 1895.
Hiram Johnson	From July, 1890, to April, 1891.
George W. Snow	From July, 1890, to July, 1891.
T. C. Armstrong, Jr.	From July, 1890, to July, 1891.
Wm. J. Newman.....	From July, 1890, to January, 1893, and From January, 1898, to January, 1911.
John N. Pike	From July, 1890, to January, 1894.
P. L. Williams.....	From July, 1890, to September, 1890.
L. U. Colbath.....	From July, 1890, to November, 1891.
Chas. E. Mitchener.....	From July, 1890, to May, 1891.
R. W. Young.....	From September, 1890, to January, 1894, and From January, 1898, to June, 1898.
Harry T. Duke.....	From April, 1891, to January, 1893.
H. C. Lett	From May, 1891, to July, 1891.
G. D. Pyper	From July, 1890, to July, 1891.
Rudolph Alff	From July, 1891, to January, 1898.
B. G. Raybould	From July, 1891, to January, 1894.
Arthur Pratt	From July, 1891, to January, 1894.
Charles Baldwin	From July, 1891, to January, 1896, and From January, 1898, to August, 1898.
Geo. M. Downey	From November, 1891, to March, 1892.
John E. Dooly	From March, 1892, to January, 1898.
A. J. Pendleton, Jr.....	From January, 1893, to January, 1895.
Walter J. Beatie	From January, 1893, to January, 1895.
S. B. Westerfield.....	From January, 1894, to September, 1897.
John E. Hansen.....	From January, 1894, to January, 1898.
J. B. Toronto	From January, 1894, to January, 1898.
John J. Thomas.....	From January, 1895, to January, 1899.
W. F. Colton	From January, 1895, to January, 1899.
Geo. G. Bywater.....	From January, 1895, to January, 1898.
M. S. Woolley	From January, 1895, to January, 1898.
J. F. Grant.....	From September, 1896, to January, 1898.
A. G. Giauque.....	From January, 1897, to October, 1915*.
E. B. Critchlow	From January, 1898, to January, 1903.
E. W. Wilsón.....	From January, 1898, to January, 1901.
Oscar W. Moyle	From July, 1898, to January, 1917.
Nat M. Brigham.....	From January, 1898, to December, 1898.
W. A. Nelden	From January, 1898, to January, 1905.
Simon Bamberger	From September, 1898, to January, 1903.
H. G. Whitney.....	From August, 1898, to January, 1899.

*Resigned.

M. M. Walker	From January, 1899, to January, 1903.
Brigham S. Young.....	From January, 1899, to January, 1903, and From January, 1903, to July, 1904.
H. P. Henderson	From January, 1899, to January, 1901, and From January, 1903, to June, 1909.
L. Frank Branting	From January, 1901, to January, 1905.
Joseph Geoghegan	From January, 1901, to January, 1905.
Byron Cummings	From January, 1903, to October, 1909.
M. J. Cheeseman	From January, 1903, to December, 1909.
Mathoniah Thomas	From July, 1904, to January, 1913.
H. C. Edwards.....	From January, 1905, to March, 1906.
Joseph Oberndorfer	From January, 1905, to February, 1909.
C. S. Martin	From January, 1905, to January, 1913.
T. R. Ellerbeck	From April, 1906, to January, 1907.
James T. Hammond	From January, 1907, to January, 1915.
L. M. Bailey	From March, 1909, to January, 1911, and January, 1913, to 1917.
W. J. Barrette	From July, 1909, to January, 1919.
Henry Van Pelt	From October, 1909, to January, 1915.
Dr. Charles I. Douglass.....	From January, 1911, to January, 1913.
Samuel C. Park.....	From December, 1909, to January, 1912.
Robert H. Bradford	From January, 1911, to January, 1919.
Dr. F. S. Bascom.....	From January, 1912, to January, 1919.
George M. Sullivan.....	From January, 1913, to January, 1917.
A. D. McMullen	From January, 1913, to January, 1917.
John C. Howard	From January, 1915, to January, 1919.
George F. Wasson.....	From January, 1915, to January, 1919.

PRESIDENTS OF THE BOARD OF EDUCATION.

Geo. M. Scott	From July, 1890, to March, 1892. Mayor of the City, exofficio President.
R. N. Baskin	From March, 1892, to January, 1893. Mayor of the City, exofficio President.
William Nelson	From January, 1893, to January, 1895.
John E. Deoly.....	From January, 1895, to January, 1898.
Chas. Baldwin	From January, 1898, to August, 1898
Wm. F. Colton.....	From August, 1898, to January, 1899.
W. A. Nelden.....	From January, 1899, to January, 1900.
E. W. Wilson.....	From January, 1900, to January, 1901.
Wm. J. Newman.....	From January, 1901, to January, 1903.
A. G. Giauque.....	From January, 1903, to January, 1904.
Oscar W. Moyle.....	From January, 1904, to January, 1908.
H. P. Henderson.....	From January, 1908, to July, 1909.
Jas. T. Hammond.....	From July, 1909, to January, 1914.
Wm. J. Barrette.....	From January, 1914, to January, 1917.

Members of the Board of Education

Organization 1915

FIRST MUNICIPAL WARD

GEORGE M. SULLIVAN, 1133 Douglass Avenue.....January, 1917
JOHN C. HOWARD, 521 East Ninth So.....January, 1919

SECOND MUNICIPAL WARD

ARNOLD G. GIAUQUE, 448 West Sixth South.....January, 1917
DR. F. S. BASCOM, 38 West Fifth South.....January, 1919

THIRD MUNICIPAL WARD

OSCAR W. MOYLE, 66 West North Temple.....January, 1917
ROBERT H. BRADFORD, 855 North Sixteenth West..January, 1919

FOURTH MUNICIPAL WARD

A. D. McMULLEN, 1154 First Avenue.....January, 1917
GEORGE F. WASSON, 359 Third Avenue.....January, 1919

FIFTH MUNICIPAL WARD

W. J. BARRETTE, 1063 East Second South.....January, 1917
L. M. BAILEY, 127 South Twelfth East.....January, 1917

Officers of the Board of Education Of Salt Lake City, 1915

President
WM. J. BARRETTE
1063 East Second South

Vice President
OSCAR W. MOYLE
66 West North Temple
Clerk
L. P. JUDD
1165 Princeton Avenue

Treasurer
S. A. WHITNEY
218 First Avenue

Superintendent of Schools
D. H. CHRISTENSEN
1515 Edison

Superintendent of Buildings
ELI A. FOLLAND
750 West South Temple

Storekeeper
R. B. T. TAYLOR
259 West Second North

Bookkeeper
JOHN S. GARD
531 Fifth Avenue

Truant Officer
ALMA C. CLAYTON
242 West First North

Committees

ON RULES

WM. J. BARRETTE
GEO. F. WASSON
J. C. HOWARD

A. G. GIAUQUE
DR. F. S. BASCOM
R. H. BRADFORD

ON SCHOOL LAW

GEO. F. WASSON
J. C. HOWARD
OSCAR W. MOYLE

GEORGE M. SULLIVAN
R. H. BRADFORD
WM. J. BARRETTE

ON TEACHERS AND SCHOOL WORK

GEO. M. SULLIVAN
GEO. F. WASSON
DR. F. S. BASCOM

R. H. BRADFORD
OSCAR W. MOYLE
WM. J. BARRETTE

ON BUILDINGS AND GROUNDS

A. G. GIAUQUE
DR. F. S. BASCOM
L. M. BAILEY

OSCAR W. MOYLE
A. D. McMULLEN
WM. J. BARRETTE

ON FINANCE

L. M. BAILEY
A. D. McMULLEN
R. H. BRADFORD

J. C. HOWARD
GEO. F. WASSON
WM. J. BARRETTE

Board Meetings

The regular monthly meeting of the Board is held on the second Tuesday of each month in the Board rooms, second floor City and County Building.

Clerical Force

Superintendent's Secretary, Myrtle A. Reilly, 530 Third East Street.
Stenographer, Superintendent's Office, Helen Roberts, 1386 South Fifth
East.

Stenographer, Superintendent's Office, Florence E. Loomis, 824 East
Fifth South.

Clerk's Secretary, Kathryn B. Scribner, 1248 East First South Street.
Stenographer, Clerk's Office, Ednah Wallace, 327 South Eighth East.
Bookkeeper, John S. Gard, 531 Fifth Avenue.

Stock Clerk and Stenographer, George Nelson, 28 Union Avenue.

School Population

SALT LAKE CITY, UTAH.

Enumeration of school children for the period ending July 31, 1915, shows the following:

Total number of children between the ages of 6 and 18.....	26,347
Total number of boys.....	12,960
Total number of girls	13,387
	26,347
Number of boys who cannot read and write.....	1,548
Number of boys who can read and write.....	11,412
	12,960
Number of boys attending district school.....	10,863
Number of boys attending private school.....	343
Number of boys attending no school.....	1,754
	12,960
Number of white boys	12,904
Number of colored boys	56
	12,960
Number of girls who cannot read and write.....	1,508
Number of girls who can read and write.....	11,870
	13,387
Number of girls attending district school.....	11,084
Number of girls attending private school.....	554
Number of girls attending no school	1,749
	13,387
Number of white girls	13,338
Number of colored girls.....	49
	13,387

ENUMERATION BY PRECINCTS

First Precinct	10,585	Gain of.....	746
Second Precinct	6,395	Loss of.....	73
Third Precinct	4,088	Gain of.....	20
Fourth Precinct	3,142	Gain of.....	85
Fifth Precinct	2,137	Loss of.....	51
	26,347		124
		Gain over last year of	727



EAST SIDE HIGH SCHOOL

Letter of Transmission

To the Board of Education of
Salt Lake City.

GENTLEMEN: I have the honor to submit to you the annual reports of the Clerk, Treasurer, Committee on Finance, Committee on Buildings and Grounds, Committee on Teachers and School Work, and Superintendent of Schools, the last mentioned report including a resume of the report of the recent survey of the school system and also including reports from the several heads of departments and the several principals.

Very respectfully,

W. J. BARRETTE.

President.

INVENTORY OF SUPPLIES IN STOREROOM, JULY 1, 1915.

Art Supplies	\$1,798.28
Janitors' Supplies	816.61
Kindergarten Supplies	404.31
Manual Training Equipment	539.62
Manual Training Supplies	462.39
Physical Education Supplies	344.34
School Supplies	3,731.75
Sewing Supplies	68.00
Total	\$8,165.30

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE
PUBLIC SCHOOL TEACHERS' RETIREMENT
COMMISSION, FROM ITS ORGANI-
ZATION UP TO JULY 1, 1915.

RECEIPTS.

1908-09	\$4,053.69
1909-10	4,738.92
1910-11	5,530.23
1911-12	6,289.87
1912-13	6,620.18
1913-14	6,515.65
1914-15	6,955.55
Interest on bonds	4,717.80
	\$45,421.89

DISBURSEMENTS.

To pensioners	\$ 6,810.92
Refunded	461.70
Invested in bonds	35,248.45
Interest on overdraft	6.00
Balance on hand July 1, 1915	2,894.82
	\$45,421.89

Balance on hand Sept. 1, 1914	\$ 2,696.59
Receipts from pay roll, 1914-15	6,955.55
Receipts from interest	1,534.04

\$11,186.18

Disbursements for the year:

10 \$500 six per cent bonds	\$4,750.00
4 500 six per cent bonds	1,900.00
Accrued interest	20.00
	\$6,670.00
Refund, Mrs. W. A. Wetzell	109.96
Paid to pensioners	1,511.40
	8,291.36
Balance on hand July 1, 1915	\$ 2,894.82

Bonds Purchased for Investment

L. P. HURD, Secretary.

July 1, 1915.

Clerk's Annual Report

Salt Lake City, Utah, July 12, 1915.

To the Honorable Board of Education,
Salt Lake City, Utah.

Gentlemen: In accordance with Section 1910, Chapter 17, School Law, I submit my annual report (being the twenty-fifth annual report) of the receipts and expenditures of the Board of Education, Salt Lake City, and the condition of the various funds for the school year ending June 30th, 1915:

RECEIPTS AND DISBURSEMENTS OF THE BOARD OF EDUCATION FOR THE SCHOOL YEAR ENDING JUNE 30, 1915

RECEIPTS.

Balance on hand July 1, 1914	\$ 127,287.48
State School Apportionment	172,678.80
County School Apportionment	153,104.96
State High School Tax	27,342.00
Interest on Bank Balance	3,222.51
Sale High School Books	6,895.91
Fines and Lost Books	1,076.73
Broken Glass and Desks	146.70
Garnishment Fees	30.00
Sale of Manual Training Supplies	924.12
Sale School Supplies	160.40
Sale Grade Books	147.51
Sale Old Materials	10.00
Sale Janitor Supplies	6.45
Use Gymnasium Building (Expense)	22.00
Refunds	225.02
High School Tuition	72.00
City Taxes, General Maintenance	444,837.10
City Taxes, Building Fund	100,000.00
City Taxes, Interest on Bonds	68,100.56
City Taxes, Sinking Fund	34,000.00
	\$1,140,290.25
Overdraft	3,567.97
Total	\$1,143,858.22

DISBURSEMENTS.

Advertising	\$ 322.50
Census	1,588.32
Clerk's Office—Salaries	7,128.75
Election Expense—Members	1,374.51
General Expense	3,102.40
Interest on Overdraft	1,164.58
Lecture Fund	303.85
Legal	1,037.20
Medical Service	688.50
Members' Pay Roll	1,000.00
Office Expense	3,383.94
Panama Exposition	424.10
Selling High School Books.....	304.00
Storekeeper—Salaries	2,342.65
Superintendent's Office—Salaries	8,103.66
Supt. Buildings and Grounds—Salary.....	2,400.00
Survey	1,683.39
Taxes Refunded	206.25
Truant Officer—Salary	1,320.00
Carpenters' and Laborers' Pay Roll.....	13,802.50
Insurance	811.10
Renewals and Repairs	48,764.80
Scavenger	103.00
Water	1,654.00
Janitors' Supplies	3,057.32
Towels	1,448.84
Janitors' Pay Roll	51,627.31
Coal	15,391.67
Gas	726.35
Light	1,137.74
Power	2,715.97
Teachers' Salaries—Night School.....	1,084.50
Teachers' Salaries—Summer Playgrounds.....	1,385.01
Teachers' Salaries—Summer School, Man. Tr. and Dom Sci.	912.00
Teachers' Salaries	615,989.41
Applied Art Supplies	276.25
Art Supplies	3,830.00
Books—Grade	9,914.22
Books—High School	9,176.67
Books—Library	1,329.89
Bookbinders' Salaries	2,316.20
Bookbinders' Supplies	187.30
Domestic Science Food Supplies, etc.	1,510.63
Drayage and Freight	1,146.61
Kindergarten Supplies	491.96
Laboratory Supplies	2,210.41
Manual Training Supplies	3,389.31
Physical Education	1,209.70
Summer Playgrounds—Supplies	42.48
School Luncheon	138.85
School Supplies	9,287.26
Sewing Supplies	247.38

CLERK'S ANNUAL REPORT OF THE

Summer School—Man. T. & D. Sci. Supplies	117.22
Domestic Science Equipment	14.83
Furniture and Equipment	6,277.05
Manual Training Equipment	1,109.04

BUILDING FUND.

East High School	\$98,055.43
Ensign School	217.60
Forest School	1,507.57
Halloran Site	2,216.57
Hamilton School	4,199.03
Onequa School	3,900.00
Poplar Grove School	1,478.58
Uinta School	66,269.50
Washington School.....	<u>11,600.00</u> \$189,444.28
Interest on Bonds	68,100.56
Sinking Fund Investment.....	<u>33,600.00</u>
Total	\$1,143,858.22

TEACHERS' SALARY FUND.

Received during year:	
State Apportionment Fund	\$172,678.80
County Apportionment Fund	153,104.96
State High School Tax	27,342.00
City Tax, Three Mills	204,000.00
From General Maintenance Fund.....	<u>62,245.16</u> \$619,370.92
Disbursements	\$619,370.92

GENERAL MAINTENANCE FUND.

Balance on hand July 1, 1914.....	\$ 37,419.56
Receipts for the year	<u>253,776.45</u> \$291,196.01
Disbursements	\$233,342.46
Transferred to Teachers' Salary Fund.....	<u>62,245.16</u> \$295,587.62
Overdraft June 30, 1915	\$ 4,391.61

BUILDING FUND.

Balance on hand July 1, 1914.....	\$ 89,514.77
Receipts from City Tax	<u>100,000.00</u> \$189,514.77

Disbursements on the following schools:

East High School	\$ 98,055.43
Ensign School	217.60
Forest School	1,507.57
Halloran Site	2,216.57
Hamilton School	4,199.03
Onequa School	3,900.00
Poplar Grove School	1,478.58
Uinta School	66,269.50
Washington School	11,600.00
	<hr/>
Balance on hand June 30, 1915	\$ 189,444.28
	<hr/>
Balance on hand June 30, 1915	\$ 70.49

INTEREST ON BONDS.

Receipts from Taxes	\$ 68,100.56
Disbursements	68,100.56

SINKING FUND.

Balance on hand July 1, 1914.....	\$ 353.15
Received from City Tax	34,000.00
	<hr/>
Retired 35,000 4 per cent Bonds.....	33,600.00
	<hr/>
Balance on hand June 30, 1915	\$ 753.15

BALANCE ON HAND JUNE 30, 1915.

General Maintenance Fund, Overdraft.....	\$ 4,391.61
Sinking Fund, Balance on Hand.....	\$ 753.15
Building Fund, balance on hand.....	\$ 823.64
	<hr/>
Net Overdraft June 30, 1915.....	\$ 3,657.97

This amount, deducted from the warrants outstanding, agrees with the Treasurer's balance.

WARRANTS OUTSTANDING JULY 1, 1915.

2667 Lucas Company	\$ 2.75
2799 Teachers' College	8.00
2834 Caproni & Bros.	4.50
2837 Culmer's Company	25.60
2838 Denver Fire Clay Company	10.25
2842 General Electric Company	16.93
2843 Cal Hirsch & Sons	96.73
2844 Hygeia Ice & Coal Company.....	.25
2845 Independent Ice Company	3.15

2846	Intermountain Electric Company	20.20
2848	Pembroke Company	2.00
2851	Scribner's Sons, Chas.	22.00
2852	Sears, Jesse B.	500.00
2853	Spring Handle Company	6.95
2856	Terman, Louis M.	650.00
2858	University of Utah	850.37
2859	Utah Consolidated Stone Company	6.84
2862	White Mop Wringer Company	2.25
2863	Williams, J. H.	350.00
2864	Window Washers Supply Co.	6.52
2865	Z. C. M. I.	7.35
Pay Roll Checks—		
15185	Guthrie, Mrs. Fannie	35.00
15965	Clemons, Belle	31.87
15974	Guthrie, Fannie	24.50
16268	Tomlinson, Claire	89.10
16350	Gamette, Ruby	98.01
16752	Guthrie, Fannie	12.25
16756	Kinnersley, Barbara	15.60
16762	Miles, Mrs. H. P.	9.00
16767	Sinclair, Estella	5.40
16850	Eaton, Geo. A.	378.80
16851	Travis, Ira D.	250.00
16941	Hannahs, Edna	60.00
16963	Durnell, Pearl	110.88
16970	Kidder, Blanche	92.07
17013	Raymond, Doris	59.40
17015	Tomlinson, Clare	89.10
17046	Prosser, W. D.	223.80
17097	Gamette, Ruby	98.01
17146	Alexander, Martha	102.00
17151	Bardsley, Violet	100.98
17171	Coombs, J. H.	233.80
17196	Reilly, Evelyn	233.80
17212	Burton, Thelma	53.46
17222	Bradford, Wm.	233.80
17238	Stayner, E.	53.46
17270	Alexander, M. G.	91.80
17284	Pratt, Ada M.	110.88
17361	Benz, Louise	100.98
17379	Stanchfield, Grace	100.98
17381	Teague, Adele	84.15
17491	Clemons, Belle	2.13
17496	Guthrie, Fannie	5.25
17500	Jessup, M.	3.00
17502	Kinnersley, Barbara	11.70
17504	Lewis, K.	13.20
17524	Barrette, W. J.	25.00
17525	Bailey, L. M.	25.00
17526	Bascom, F. S.	25.00
17527	Bradford, R. H.	25.00
17530	Moyle, O. W.	25.00
17534	Christensen, D. H.	398.80
17537	Gard, J. S.	125.00
17541	Reilly, Myrtle	140.00

SALT LAKE CITY PUBLIC SCHOOLS

17

17544	Taylor, R. B. T.			140.00
17575	Rasmussen, Ellen			25.00
17578	Nielsen, Peter			90.00
17593	Broman, Pauline			30.00
	Total			\$6,884.60

BONDS OUTSTANDING, JUNE 30, 1915.

No. of Bonds	Denom- Series	Rate of in ation	Amount	Interest	Total Ann'l Interest
250	4	\$1,000	\$250,000	4%	Dated July 1, 1908. Payable July 1, 1928. Interest and principal payable at N. W. Halsey & Co., Chicago, Ill. \$10,000
627	5	\$1,000	\$627,000	4%	Dated July 1, 1910. Payable July 1, 1930. Interest and principal payable at National City Bank of New York City, or McCornick & Co., Salt Lake City. \$25,080
325	6	\$1,000	\$325,000	4½%	Dated Feb. 1, 1912. Payable Feb. 1, 1932. Interest and principal payable at National City Bank of New York, New York City, N. Y. \$14,625
355	7,8,9	\$1,000	\$355,000	4½%	Dated Aug. 1, 1913. Payable Aug. 1, 1933. Interest and principal payable at National City Bank of New York, New York City, N. Y. \$15,975
30		\$1,000	\$ 30,000		Granite District assumed by this District. \$ 1,460
1587			\$1,587,000		\$67,140

The total expenditures of the operating account exclusive of

Building Fund	\$189,444.28
Furniture and Apparatus	6,277.05
Interest on Bonds and Overdraft	69,265.14
Bonds Paid	33,600.00
	<hr/>
	\$298,586.47

were \$845,271.75. High School, \$168,121.08 or an average of \$90.67 per pupil for the 1854 average number belonging, or \$95.42 for the 1761.8 average daily attendance, or \$90.21 per pupil based on the average daily attendance deducting the cost of high school books.

Grade schools, \$677,150.67 or an average of \$39.28 per pupil for the 17,240 average number belonging, or \$40.78 for the 16, 605.3 average daily attendance.

I submit the following brief statement of five, ten and twenty years ago to compare with the present:

	1895	1905	1910	1915
School Census.	12,540	16,932	22,694	26,347
Enrollment of Pupils	10,993	14,404	17,854	22,635
No. of Schools	21 (6 rented)	24 (3 rented)	24	36
No. Teachers Employed ..	225	359	485	643
Total Assessed Valuation ..	\$43,875,709.00	\$39,671,996.00	\$62,000,000.00	\$71,720,828.00
Value School Property ..	.....	1,326,241.33	1,934,366.61	3,363,656.56
Total Expendi- tures, all pur- poses	276,789.33	486,479.80	844,770.05	1,143,858.22
Total Teachers' Salaries	145,853.31	243,729.61	396,053.14	619,370.92
Total Janitors' Salaries	12,743.41	21,123.68	34,146.13	51,627.31
Total Books & School Sup..	9,560.16	15,821.31	35,237.27	46,822.34
Renewals and Repairs to Buildings	9,577.91	32,085.00	66,402.78	65,135.40
Building Fund Improvement.	115,912.22	95,019.98	179,809.30	189,444.28

Expenditures by Schools and Departments

		1906-07																		1907-08																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		Buildings and Sites						Furniture and Apparatus						Interest and Sinking Fund						Teachers' Salaries.						Books						Library Books						School Supplies						Kindergarten Supplies						Physical Education						Sewing Supplies						Domestic Science Supplies						Manual Training Equipment						Manual Training Supplies						Summer Play Grounds						School Luncheons						Summer Schools, Manly Training, Doms. Science						Renewals and Repairs						Janitors' Salaries.						Coal and Gas						Light and Power						Salaries.						General Expense and Advertising						Office Expense Including Printing						Medical Service						Lecture						Drayage and Freight						Towels						Insurance and Water						Legal						Book Repairs.		Members Election Exp.		General Maintenance Fund		School Survey		Panama Exposition.		Total Disbursements		Net Disbursements, Less Building Sites, Forests and Bond Interest, Apparatus		Average Daily Attendance		Costs Per Pupil																																																																																																																																																																																																																																																																																																							
		\$ 98,055.43	\$ 1,735.06	\$ 54,609.07	\$ 4,852.14	\$ 1,295.66	\$ 254.58	\$ 61.56	\$ 3.93	\$ 152.97	\$ 620.12	\$ 32.35	\$ 458.04	\$ 5,430.64	\$ 1,569.01	\$ 2,153.74	\$ 7,912.10	\$ 376.86	\$ 230.85	\$ 499.51	\$ 42.00	\$ 20.04	\$ 245.08	\$ 86.00	\$ 512.20	\$ 270,791.91	\$ 168,121.08	1761.8	\$ 99.80	\$ 181,200.00	\$ 81,409.51	859.5	\$ 61.73	\$ 5,373.79	\$ 1,378.79	93.6	\$ 61.73	14,151.91	14,151.91	286.1	53.84																																																																																																																																																																																																																																																																																																																																																																																																																																																														
East High		\$ 98,055.43	\$ 1,735.06	\$ 54,609.07	\$ 4,852.14	\$ 1,295.66	\$ 254.58	\$ 61.56	\$ 3.93	\$ 152.97	\$ 620.12	\$ 32.35	\$ 458.04	\$ 5,430.64	\$ 1,569.01	\$ 2,153.74	\$ 7,912.10	\$ 376.86	\$ 230.85	\$ 499.51	\$ 42.00	\$ 20.04	\$ 245.08	\$ 86.00	\$ 512.20	\$ 270,791.91	\$ 168,121.08	1761.8	\$ 99.80	\$ 181,200.00	\$ 81,409.51	859.5	\$ 61.73	\$ 5,373.79	\$ 1,378.79	93.6	\$ 61.73	14,151.91	14,151.91	286.1	53.84																																																																																																																																																																																																																																																																																																																																																																																																																																																														
West High		2,783.59	1.25	55,971.84	4,324.53	34.23	407.57	82.61	41.18	4.48	89.08	316.94	.50	5.95	10.27	1,483.74	1,484.74	1,485.74	1,486.74	1,487.74	1,488.74	1,489.74	1,490.74	1,491.74	1,492.74	1,493.74	1,494.74	1,495.74	1,496.74	1,497.74	1,498.74	1,499.74	1,500.74	1,501.74	1,502.74	1,503.74	1,504.74	1,505.74	1,506.74	1,507.74	1,508.74	1,509.74	1,510.74	1,511.74	1,512.74	1,513.74	1,514.74	1,515.74	1,516.74	1,517.74	1,518.74	1,519.74	1,520.74	1,521.74	1,522.74	1,523.74	1,524.74	1,525.74	1,526.74	1,527.74	1,528.74	1,529.74	1,530.74	1,531.74	1,532.74	1,533.74	1,534.74	1,535.74	1,536.74	1,537.74	1,538.74	1,539.74	1,540.74	1,541.74	1,542.74	1,543.74	1,544.74	1,545.74	1,546.74	1,547.74	1,548.74	1,549.74	1,550.74	1,551.74	1,552.74	1,553.74	1,554.74	1,555.74	1,556.74	1,557.74	1,558.74	1,559.74	1,560.74	1,561.74	1,562.74	1,563.74	1,564.74	1,565.74	1,566.74	1,567.74	1,568.74	1,569.74	1,570.74	1,571.74	1,572.74	1,573.74	1,574.74	1,575.74	1,576.74	1,577.74	1,578.74	1,579.74	1,580.74	1,581.74	1,582.74	1,583.74	1,584.74	1,585.74	1,586.74	1,587.74	1,588.74	1,589.74	1,590.74	1,591.74	1,592.74	1,593.74	1,594.74	1,595.74	1,596.74	1,597.74	1,598.74	1,599.74	1,600.74	1,601.74	1,602.74	1,603.74	1,604.74	1,605.74	1,606.74	1,607.74	1,608.74	1,609.74	1,610.74	1,611.74	1,612.74	1,613.74	1,614.74	1,615.74	1,616.74	1,617.74	1,618.74	1,619.74	1,620.74	1,621.74	1,622.74	1,623.74	1,624.74	1,625.74	1,626.74	1,627.74	1,628.74	1,629.74	1,630.74	1,631.74	1,632.74	1,633.74	1,634.74	1,635.74	1,636.74	1,637.74	1,638.74	1,639.74	1,640.74	1,641.74	1,642.74	1,643.74	1,644.74	1,645.74	1,646.74	1,647.74	1,648.74	1,649.74	1,650.74	1,651.74	1,652.74	1,653.74	1,654.74	1,655.74	1,656.74	1,657.74	1,658.74	1,659.74	1,660.74	1,661.74	1,662.74	1,663.74	1,664.74	1,665.74	1,666.74	1,667.74	1,668.74	1,669.74	1,670.74	1,671.74	1,672.74	1,673.74	1,674.74	1,675.74	1,676.74	1,677.74	1,678.74	1,679.74	1,680.74	1,681.74	1,682.74	1,683.74	1,684.74	1,685.74	1,686.74	1,687.74	1,688.74	1,689.74	1,690.74	1,691.74	1,692.74	1,693.74	1,694.74	1,695.74	1,696.74	1,697.74	1,698.74	1,699.74	1,700.74	1,701.74	1,702.74	1,703.74	1,704.74	1,705.74	1,706.74	1,707.74	1,708.74	1,709.74	1,710.74	1,711.74	1,712.74	1,713.74	1,714.74	1,715.74	1,716.74	1,717.74	1,718.74	1,719.74	1,720.74	1,721.74	1,722.74	1,723.74	1,724.74	1,725.74	1,726.74	1,727.74	1,728.74	1,729.74	1,730.74	1,731.74	1,732.74	1,733.74	1,734.74	1,735.74	1,736.74	1,737.74	1,738.74	1,739.74	1,740.74	1,741.74	1,742.74	1,743.74	1,744.74	1,745.74	1,746.74	1,747.74	1,748.74	1,749.74	1,750.74	1,751.74	1,752.74	1,753.74	1,754.74	1,755.74	1,756.74	1,757.74	1,758.74	1,759.74	1,760.74	1,761.74	1,762.74	1,763.74	1,764.74	1,765.74	1,766.74	1,767.74	1,768.74	1,769.74	1,770.74	1,771.74	1,772.74	1,773.74	1,774.74	1,775.74	1,776.74	1,777.74	1,778.74	1,779.74	1,780.74	1,781.74	1,782.74	1,783.74	1,784.74	1,785.74	1,786.74	1,787.74	1,788.74	1,789.74	1,790.74	1,791.74	1,792.74	1,793.74	1,794.74	1,795.74	1,796.74	1,797.74	1,798.74	1,799.74	1,800.74	1,801.74	1,802.74	1,803.74	1,804.74	1,805.74	1,806.74	1,807.74	1,808.74	1,809.74	1,810.74	1,811.74	1,812.74	1,813.74	1,814.74	1,815.74	1,816.74	1,817.74	1,818.74	1,819.74	1,820.74	1,821.74	1,822.74	1,823.74	1,824.74	1,825.74	1,826.74	1,827.74	1,828.74	1,829.74	1,830.74	1,831.74	1,832.74	1,833.74	1,834.74	1,835.74	1,836.74	1,837.74	1,838.74	1,839.74	1,840.74	1,841.74	1,842.74	1,843.74	1,844.74	1,845.74	1,846.74	1,847.74	1,848.74	1,849.74	1,850.74	1,851.74	1,852.74	1,853.74	1,854.74	1,855.74	1,856.74	1,857.74	1,858.74	1,859.74	1,860.74	1,861.74	1,862.74	1,863.74	1,864.74	1,865.74	1,866.74	1,867.74	1,868.74	1,869.74	1,870.74	1,871.74	1,872.74	1,873.74	1,874.74	1,875.74	1,876.74	1,877.74	1,878.74	1,879.74	1,880.74	1,881.74	1,882.74	1,883.74	1,884.74	1,885.74	1,886.74	1,887.74	1,888.74	1,889.74	1,890.74	1,891.74	1,892.74	1,893.74	1,894.74	1,895.74	1,896.74	1,897.74	1,898.74	1,899.74	1,900.74	1,901.74	1,902.74	1,903.74	1,904.74	1,905.74	1,906.74	1,907.74	1,908.74	1,909.74	1,910.74	1,911.74	1,912.74	1,913.74	1,914.74	1,915.74	1,916.74	1,917.74	1,918.74	1,919.74	1,920.74	1,921.74	1,922.74	1,923.74	1,924.74	1,925.74	1,926.74	1,927.74	1,928.74	1,929.74	1,930.74	1,931.74	1,932.74	1,933.74	1,934.74	1,935.74	1,936.74	1,937.74	1,938.74	1,939.74	1,940.74	1,941.74	1,942.74	1,943.74	1,944.74	1,945.74	1,946.74	1,947.74	1,948.74	1,949.74	1,950.74	1,951.74	1,952.74	1,953.74	1,954.74

*Transportation

COMPARATIVE STATEMENT OF RECEIPTS FROM THE ORGANIZATION OF THE BOARD OF EDUCATION, JULY, 1890, TO JUNE 30, 1915.

School Years Ending,	State School Apportionment.	County School Tax.	City School Tax Maintenance and Buildings.	City School Tax Interest on Bonds.	City School Tax Sinking Fund.	Rents.	Books and School Supplies.	Bonds.	Premiums on Bonds Bought.	Interest on Bonds Bought.	Accrued Interest on Bonds Bought.	School Property Sold.	Sewer Tax Refund.	Furniture Sold.	Tuition Fees.	Special School Tax, 1890.	Old District Funds.	Water Script Certificates.	Sundries.	Inventory of Property Old School District..	Bills Payable.	Totals.	
June 30, 1891	\$ 39,063.74																				\$ 203,594.80		
" 1892	30,460.12	52,163.80	23,518.79																		32.25		203,594.80
" 1893	74,510.07	42,309.16	78,540.32	26,250.00																272.00	133,497.31		
" 1894	48,473.62	80,096.60	15,992.22	35,625.00	\$ 30,000.00															107.36	379,985.67		
" 1895	44,778.75	53,734.50	117,937.49	41,250.00	16,500.00															295.90	443,019.66		
" 1896	41,181.20	50,261.99	160,210.77	41,250.00	16,500.00															428.44	281,973.43		
" 1897	50,542.04		145,269.28	40,250.00	16,100.00	89.50	69.60												78.60	302,722.91			
" 1898	46,515.63		256,884.61	40,250.00	16,100.00	18.00	1,785.21												420.63	362,804.58			
" 1899	45,672.00		208,837.86	36,900.00	14,760.00	193.50	1,695.30												524.95	309,292.36			
" 1900	52,121.16		195,556.52	36,000.00	14,400.00	281.00	1,579.37												677.61	677.61			
" 1901	55,259.24		207,050.45	35,457.26	14,120.00	30.50	2,010.34												1,372.20	(Note) 320,301.66			
" 1902	58,172.00	56,678.44	231,071.80	35,300.30	14,120.00	8.00	1,716.43												509.95	1,521.45	30,000.00		
" 1903	62,942.55	60,116.07	237,668.05	33,900.00	13,560.00		3,288.00												477.56	419,416.83			
" 1904	71,941.50	65,939.09	244,613.00	33,250.00	13,300.00	190.00	1,289.65												847.82	431,553.81			
" 1905	77,673.89	67,804.88	258,573.78	32,600.00	13,300.00	434.00	1,197.11												104.10	485,195.26			
" 1906	78,395.16	80,765.64	276,858.51	31,675.00	13,300.00		3,358.79												102.60	488,313.70			
" 1907	88,776.00	88,036.20	284,813.49	31,250.00	13,000.00		5,053.13												227.80	511,160.62			
" 1908	99,189.76	106,261.10	87,483.67	40,750.00	18,000.00		6,109.09	12,062.50											340.91	657,197.13			
" 1909	115,688.25	107,207.62	395,112.62	30,550.00	13,000.00		5,442.43	230,062.50											147.98	903,470.27			
" 1910	118,585.88	114,269.27	418,108.46	40,125.00	17,500.00		5,776.97												133.65	State H. S.	715,179.95		
" 1911	137,752.58	127,917.81	452,942.35	65,350.00	31,000.00		6,559.32	676,608.25											162.09	Tax	1,503,365.27		
" 1912	143,035.35	133,470.00	488,315.10	65,105.00	30,000.00		8,916.16	327,295.00											217.06	\$31,997.90	1,238,805.49		
" 1913	158,517.04	151,208.30	498,334.81	62,105.00	30,000.00		11,162.54												305.15	26,402.90	939,644.44		
" 1914	167,770.20	150,625.80	528,801.13	61,951.67	31,000.00		7,951.02	839,854.60											262.47	27,327.86	1,319,162.37		
" 1915	172,678.80	153,104.96	544,837.10	68,100.56	34,000.00		9,204.67												440.17	27,342.00	1,013,002.77		

COMPARATIVE STATEMENT OF EXPENDITURES FROM THE ORGANIZATION OF THE BOARD OF EDUCATION, JULY, 1890, TO JUNE 30, 1915.

School Years Ending,	Teachers' Salaries.	Janitors' Salaries.	Janitors' Supplies.	Fuel and Light.	Maintenance and Repairs.	Rents.	Books and School Supplies.	General Expense.	Interest on Bonds Sold.	Discount on Bonds Sold.	Building Sites.	Buildings and Improvements.	Furniture.	Sinking Fund Investment.	Refund Special Tax, 1890.	Old District Debts.	Sites.	Buildings.	Furniture.	Bills Receivable.	Totals.
June 30, 1891	\$ 66,251.50	7,189.80	1,034.23	2,482.20	2,317.97	4,833.38	10,104.78	11,661.81	28.87	\$ 15,000.00	59,580.00	\$ 50,570.66	13,191.93	63,432.39	1,890.05	\$ 148,600.00	\$ 52,394.80	\$ 2,600.00	203,594.80		
" 1892	96,554.35	10,371.65	3,054.57	3,288.15	8,481.25	1,701.43	14,193.82	15,906.55	40,800.00	40,800.00	40,800.00	12,614.46	5,701.46	8,477.33					301,246.83		
" 1893	111,456.85	11,234.52	1,852.50	4,839.40	7,159.99	9,199.20	14,193.82	15,906.55	40,800.00	40,800.00	40,800.00	12,614.46	5,701.46	8,477.33					576,341.05		
" 1894	124,732.25	11,305.08	1,791.69	6,061.36	9,168.32	5,085.95	16,346.41	16,550.56	40,800.00	40,800.00	40,800.00	14,918.92	6,114.52	6,561.61					382,437.01		
" 1895	145,853.31	12,743.41	2,040.65	6,970.00	9,577.91	4,438.15	9,560.16	20,270.62	41,250.00	41,250.00	41,250.00	11,471.42	10,202.74	490.06					368,731.69		
" 1896	146,000.76	13,231.50	1,222.90	6,096.23	12,097.43	5,078.50	8,029.14	14,370.03	41,285.62	41,285.62	41,285.62	11,471.42	10,202.74	490.06					290,870.54		
" 1897	145,312.52	13,868.93	1,008.36	5,333.95	8,313.45	5,378.65	7,920.13	10,785.50	40,250.00	40,250.00	40,250.00	7,523.88	8,000.00	21,781.35					271,071.74		
" 1898	151,547.69	13,878.97	1,110.33	5,166.19	14,032.04	4,757.40	16,780.04	17,620.84	40,250.00	40,250.00	40,250.00	11,907.45	39,516.24	14,440.86					367,495.21		
" 1899	161,247.27	13,653.59	1,048.77	5,783.64	9,941.84	3,437.25	10,744.26	11,128.94	36,829.29	36,829.29	36,829.29	315.00	1,200.00	25,251.72					304,321.27		
" 1900	161,487.87	15,110.55	1,215.29	5,119.85	13,270.87	4,329.25	11,147.15	12,147.21	35,708.33	35,708.33	35,708.33	33,158.00	2,950.90	14,593.60					309,553.83		
" 1901	188,293.05	16,543.13	1,239.89	8,058.16	20,191.82	4,506.70	10,274.27	14,519.68	35,451.26	35,451.26	35,451.26	29,656.91	2,951.05	14,261.80					337,932.07		
" 1902	200,646.90	18,390.71	1,429.22	9,184.40	22,368.57	1,277.88	11,235.94	14,024.98	34,454.15	34,454.15	34,454.15	60,101.97	3,571.75	14,201.80					(McCormick Note.) 300,051.87		
" 1903	203,179.17	19,468.81	1,503.82	9,317.65	39,836.93	166.05	30,969.04	16,018.41	33,575.00	33,575.00	33,575.00	51,598.05	2,834.20	18,000.00					15,000.00		
" 1904	222,567.24	20,996.55	1,818.91	11,176.83	19,725.73	210.00	8,992.18	15,557.68	33,150.00	33,150.00	33,150.00	60,263.84	1,227.25	18,523.33					15,000.00		
" 1905	243,729.61	21,123.68	1,643.33	11,985.06	32,085.00	295.50	15,821.31	17,960.16	32,600.00	32,600.00	32,600.00	56,019.98	8,832.97	5,383.20					486,479.80		
" 1906	265,684.62	22,746.04	1,725.29	12,976.93	48,335.71	573.00	21,997.75	16,546.31	31,675.00	31,675.00	31,675.00	33,814.12	5,001.66	21,622.90					482,699.33		
" 1907	285,127.00	22,671.17	2,628.40	11,875.80	37,437.51	1,225.49	21,594.20	16,330.62	31,250.00	31,250.00	31,250.00	38,606.52	793.53	12,696.37					530,236.62		
" 1908	327,755.49	34,184.76	2,376.25	16,151.98	30,228.66	1,925.82	42,631.88	26,223.26	30,750.00	30,750.00	30,750.00	96,427.80	10,339.84	220,000.00					619,045.74		
" 1909	363,805.27	32,328.50	2,775.32	17,266.69	1,305.00	30,244.94	25,637.15	40,550.00	18,993.02	22,362.55	22,362.55	19,993.02	4,639.12	8,336.50					768,262.96		
" 1910	396,053.14	34,146.18	3,523.79	17,231.44	66,402.78	802.50	35,237.27	28,583.71	40,125.00	40,125.00	40,125.00	179,803.30	8,124.02	34,725.97					844,770.05		
" 1911	462,433.40	36,113.45	4,561.53	18,294.38	58,977.04	525.00	37,425.95	31,973.14	45,350.00	45,350.00	45,350.00	362,990.29	6,040.20	36,822.00					1,121,506.38		
" 1912	527,831.59	38,727.90	3,881.90	19,456.26	52,607.78	627.50	36,425.95	32,672.49	45,105.00	45,105.00	45,105.00	3,688.27	165,495.43	5,336.28	353,000.00					1,304,563.44	
" 1913																					

NUMBER OF TEACHERS EMPLOYED AND MONTHLY SALARIES PAID, 1914-1915.

STATEMENT OF COAL, SALT LAKE CITY SCHOOLS.

Schools	Plant and How Heated.	Number of lbs. Consumed.				Total.
		1912-13.	1913-14.	1914-15.	Slack.	
Bonneville.....	Furnace, indirect radiation...	42,700	43,925	168,100	45,000	124,355 \$
Bryant.....	Direct and indirect radiation	168,400	177,925	177,925	31,677	126,333 \$
Emerson.....	Direct and indirect radiation	48,400	44,275	43,1165	78,651	278,366
Ensign.....	Indirect radiation	212,000	176,225	156,200	344,53	671,62
Forest.....	Direct and indirect radiation.	Not in City	177,200	173,450	18,050	265,35
Franklin.....	Direct and indirect radiation.	251,510	218,400	189,450	12,000	266,43
Fremont.....	Direct and indirect radiation.	165,900	119,625	155,050	2,500	427,21
Grant.....	Direct and indirect radiation.	465,550	437,460	442,450	2,500	343,21
Hamilton.....	Direct and Plenum method...	329,300	328,750	318,850	546,05	216,15
Hawthorne.....	Direct and indirect radiation.	279,400	293,400	258,840	543,24	181,55
Irving.....	Furnace, direct radiation...	104,200	99,150	81,400	544,52	669,59
Jackson.....	Direct and Plenum method...	253,530	271,300	271,300	232,300	299,64
Jefferson.....	Direct and indirect radiation.	632,600	447,015	464,750	* 2,000	609,68
Jordan.....	Furnace, indirect radiation.	30,800	24,000	30,450	30,450	680,10
Lafayette.....	Direct and indirect radiation.	457,645	360,300	319,800	2,500	88,55
Lake Breeze.....	Stoves	14,000	4,300	4,000	40,25	727,48
Lincoln.....	Direct and Plenum method...	308,150	197,525	172,325	4,000	11,50
Longfellow.....	Direct and indirect radiation.	182,100	186,325	128,200	4,000	507,59
Lowell.....	Direct and Plenum method...	287,425	286,025	293,300	32,700	302,05
Monroe.....	Direct and Plenum method...	273,110	164,025	136,900	2,500	353,20
Onequa.....	Direct and indirect radiation...	284,400	271,450	294,575	4,000	473,02
Cquirrh.....	Direct and Plenum method...	322,150	316,685	302,500	2,000	343,06
Poplar Grove.....	Direct and indirect radiation...	146,300	125,240	118,900	9,000	462,21
Riverside.....	Direct and indirect radiation.	322,000	373,150	353,325	3,000	410,58
Sumner.....	Direct and indirect radiation.	392,700	360,925	363,856	707,92	482,88
Technical High School	Direct and Plenum method...	448,900	380,215	344,025	811,93	410,58
Twelth.....	Stoves	39,375	42,675	39,400	113,21	410,58
Wasatch.....	Direct and Plenum method...	386,225	344,325	347,200	627,26	122,73
Washington.....	Direct and Plenum method...	334,625	286,860	271,700	542,69	122,73
Webster.....	Direct and indirect radiation.	454,100	356,475	349,450	684,73	122,73
Whittier and Annex..	Direct and indirect (vac. sys.).	298,700	297,200	281,20	54,800	552,34
West High School	Direct and indirect radiation.	1,012,600	976,125	890,025	* 22,000	1,745,91
East High School.....	New.	.....	.....	.....	.....	1,552,86
Training School.....	.....	.....	1,369,325	.....	.....	1,324,00
Storage Room.....	.....	.....	132,400	.....	.....	10,18
Total.....	.....	.....	6,900	.....	.....	10,18
						• Nut.
						9,374,395 | 8,588,175 | 9,224,155 | 599,600 | \$16,079,67 | \$13,818,03 | \$15,391,67

COUNTY OF SALT LAKE, }
STATE OF UTAH. } ss.

L. P. Judd, being duly sworn, deposes and says that he is the Clerk of the Board of Education of Salt Lake City; that he prepared the above and foregoing statement, and that the same contains a full, true and correct report of the receipts and disbursements of all moneys by said Board during the school year ending June 30, 1915.

He further says that there is a balance on hand in the Sinking Fund uninvested of \$753.15.

Subscribed and sworn to before me this 12th day of July, 1915.

(Signed)
(Seal)

THOS. HOMER,
County Clerk, Salt Lake County, Utah.
By H. C. McDONOUGH,
Deputy.

Treasurer's Report

Salt Lake City, Utah, July 1, 1915.

To the President and Members,
Board of Education,
City.

Gentlemen: Herewith I submit my annual report as Treasurer of the Salt Lake City School District for the year ending June 30th, 1915.

S. A. WHITNEY,
Treasurer.

RECEIPTS.

1914.		
July 1—Balance on Hand this date.....	\$138,503.44	
" 16—L. P. Judd, Clerk:		
Acct. Fines and Lost Books	471.78	
" Broken Glass and Desks.....	29.91	
" Sale Manual Training Supplies	13.70	
" Sale Domestic Science Supplies	4.50	
" Sale Sewing	9.23	
" Sale Art	1.20	
Garnishment Fees	2.00	
Sale Grade Books	17.85	
" 31—Interest on Balances, July.....	181.77	
Aug. 31—Interest on Balances, August	121.88	
Sept. 10—L. P. Judd, Clerk:		
Acct. High School Tuition	36.00	
" Sale School Supplies	1.31	
" Sale Grade Books	30.84	
" Sale Manual Training Supplies	62.51	
" Sale High School Books	1,000.80	
" Refund Art Voucher	19.15	
" Garnishment Fees	2.00	
" 11— " Sale High School Books	1,115.31	
" 12— " Sale High School Books	612.45	
" 15— " Sale High School Books	390.45	
" 16— " Sale High School Books	237.60	
" 23— " Sale High School Books	418.20	
Oct. 5— " Sale High School Books	234.35	
" High School Tuition	24.00	
" School Supplies	109.42	
" Sale Janitor Supplies	3.50	
" Garnishment Fees	4.00	
" Refund Voucher	40.00	
" 9—Supplemental Tax Collections	8,052.99	
F. C. Bassett, County Treasurer, acct. 1914 taxes..	12,389.84	
Nov. 2—L. P. Judd, Clerk:		
Acct. Sale High School Books	363.30	

" 7—F. C. Bassett, County Treasurer:		
Acct. 1914 Taxes	30,000.00	
" 17—F. C. Bassett, County Treasurer:		
Acct. Tax Sale Redemptions.....	6,761.16	
Dec. 5—F. C. Bassett, County Treasurer:		
Acct. 1914 Taxes	325,000.00	
" 18—L. P. Judd, Clerk:		
Acct. Sale School Supplies	1.00	
" Sale Old Material	3.00	
" Garnishment Fees	10.00	
" Refund Vouchers Nos. 1932 and 2063.....	45.50	
" Sale High School Books	431.55	
" 31—Refund account Overcharge on Overdraft, Balances in November	75.68	
1915.		
Jan. 5—F. C. Bassett, County Treasurer:		
Acct. 1914 Taxes	239,253.94	
Supplemental Collections account 1913 Taxes ...	50.42	
Interest on Deposits Received from County Treas- urer account School Funds in his Hands Pending Distribution	465.64	
Interest on Deposits Received from County Treas- urer account School Funds in his Hands Pending Distribution	452.26	
" 19—Acct. State School Apportionment	84,546.00	
" State School Apportionment	25,107.60	
" 28—L. P. Judd Clerk:		
Acct. Sale of High School Books	784.10	
" 31—Interest on Balances, January	248.64	
Feb. 1—County School Apportionment	153,104.96	
" 6—L. P. Judd, Clerk, account sale of High School Books	588.25	
" 19—L. P. Judd, Clerk, account Sale High School Books	144.05	
" 26—R. C. Naylor, County Treasurer: Collection Per- sonal Property Taxes	3,347.91	
" 27—R. C. Naylor, County Treasurer, account Sum Re- ceived from the Car Companies	221.42	
" 28—Interest on Balances, February	605.06	
Mar. 8—L. P. Judd, Clerk, acct. Sale of High School Books	206.65	
" 31—R. C. Naylor, County Treasurer, Collections from Car Companies and Personal Property Taxes....	1,191.85	
" 31—Interest on Balances, March.....	441.73	
Apr. 19—State School Apportionment	18,190.20	
State School Apportionment	44,835.00	
" 29—L. P. Judd, Clerk:		
Acct. Sale of High School Books.....	255.30	
" Refund	71.07	
" Sale Old Material	7.00	
" High School Tuition	12.00	
" Garnishment Fees	6.00	
" Broken Glass	11.15	
" Sale School Supplies	15.35	
" 30—Interest on Balances, April	309.26	
May 21—R. C. Naylor, County Treasurer, account Tax Sale Redemptions	20,668.13	
" 31—Interest on Balances, May.....	245.38	

June 11—L. P. Judd, Clerk: Account Sale of Manual Training Supplies	651.35
" 15—L. P. Judd, Clerk: Account Sale of High School Books	113.55
" 29—State High School Apportionment.....	27,342.00
" 30—Interest on Balances, June.....	75.21
L. P. Judd, Clerk: Acct. Sale of grade books, acct. fines, lost books, broken glass, garnishment fees, etc.	1,104.61
	\$1,151,506.21

DISBURSEMENTS

1914.

July 31—Paid Clerk's Warrants	\$ 51,747.76
Aug. 31—Paid Clerk's Warrants	75,900.10
Sept.30—Paid Clerk's Warrants	90,169.28
Oct. 31—Paid Clerk's Warrants	125,312.57
Nov. 30—Paid Clerk's Warrants	89,580.16
Dec. 31—Paid Clerk's Warrants	117,346.71

1915.

Jan. 31—Paid Clerk's Warrants	95,554.43
Feb. 28—Paid Clerk's Warrants	85,672.64
Mar.31—Paid Clerk's Warrants	124,558.74
Apr. 30—Paid Clerk's Warrants	94,713.36
May 31—Paid Clerk's Warrants	91,598.48
June 30—Paid Clerk's Warrants	104,870.77

1914.

Sept.30—Interest on Debit Balances (September).....	69.77
Oct. 31—Interest on Debit Balances (October).....	350.53
Nov.30—Interest on Debit Balances (November).....	610.94
Dec. 31—Interest on Debit Balances (December).....	133.34
Balance	3,316.63

\$1,151,506.21

July 1, 1915—Balance on hand this date.....\$ 3,316.63

Respectfully submitted,

S. A WHITNEY,
Treasurer.

Report of the Committee on Finance

Salt Lake City, Utah, September 1, 1915.

TO THE HONORABLE BOARD OF EDUCATION,
Salt Lake City, Utah.

Gentlemen: Your Committee on Finance herewith submits its annual report for the fiscal year ending June 30, 1915.

The financial statement for the year is as follows:

RECEIPTS AND DISBURSEMENTS OF THE BOARD OF EDUCATION FOR THE SCHOOL YEAR ENDING JUNE 30, 1915.

RECEIPTS.

Balance on hand July 1, 1914.....	\$ 127,287.48
State School Apportionment	172,678.80
County School Apportionment	153,104.96
State High School Tax.....	27,342.00
Interest on Bank Balance	3,222.51
Sale High School Books	6,895.91
Fines and Lost Books	1,076.73
Broken Glass and Desks	146.70
Garnishment Fees	30.00
Sale of Manual Training Supplies	924.12
Sale School Supplies	160.40
Sale Grade Books	147.51
Sale Old Material	10.00
Sale Janitor Supplies	6.45
Use Gymnasium Building (Expense)	22.00
Refunds	225.02
High School Tuition	72.00
City Taxes, General Maintenance	444,837.10
City Taxes, Building Fund	100,000.00
City Taxes, Interest on Bonds	68,100.56
City Taxes, Sinking Fund	34,000.00
	\$1,140,290.25
Overdraft	3,567.97
Total.....	\$1,143,858.22

DISBURSEMENTS.

Advertising	\$ 322.50
Census	1,588.32
Clerk's Office—Salaries	7,128.75
Election Expense—Members	1,374.51
General Expense	3,102.40
Interest on Overdraft	1,164.58
Lecture Fund	303.85
Legal	1,037.20
Medical Service	688.50
Members' Pay Roll	1,000.00
Office Expense	3,383.94
Panama Exposition	424.10
Selling High School Books	304.00
Storekeeper—Salaries	2,342.65
Superintendent's Office—Salaries	8,103.66
Supt. Buildings and Grounds—Salary	2,400.00
Survey	1,683.39
Taxes Refunded	206.25
Truant Officer—Salary	1,320.00
Carpenters' and Laborers' Pay Roll	13,802.50
Insurance	811.10
Renewals and Repairs	48,764.80
Scavenger	103.00
Water	1,654.00
Janitors' Supplies	3,057.32
Towels	1,448.84
Janitors' Pay Roll	51,627.31
Coal	15,391.67
Gas	726.35
Light	1,137.74
Power	2,715.97
Teachers' Salaries—Night School	1,084.50
Teachers' Salaries—Summer Playgrounds	1,385.01
Teachers' Salaries—Summer School—Man. Tr. & Dom. Sci.	912.00
Teachers' Salaries	615,989.41
Applied Art Supplies	276.25
Art Supplies	3,830.00
Books—Grade	9,914.22
Books—High School	9,176.67
Books—Library	1,329.89
Bookbinders' Salaries	2,316.20
Bookbinders' Supplies	187.30
Domestic Science Food Supplies, etc.	1,510.63
Drayage and Freight	1,146.61
Kindergarten Supplies	491.96
Laboratory Supplies	2,210.41
Manual Training Supplies	3,389.31
Physical Education	1,209.70
Summer Playgrounds—Supplies	42.48
School Luncheon	138.85
School Supplies	9,287.26
Sewing Supplies	247.38
Summer School—Man. Tr. & Dom. Sci. Supplies	117.22
Domestic Science Department	14.83

Furniture and Equipment	6,277.05
Manual Training Equipment	1,109.04

BUILDING FUND.

East High School	\$ 98,055.43
Ensign School	217.60
Forest School	1,507.57
Halloran Site	2,216.57
Hamilton School	4,199.03
Onequa School	3,900.00
Poplar Grove School	1,478.58
Uinta School	66,269.50
Washington School	11,600.00
	<hr/>
Interest on Bonds	189,444.28
Sinking Fund Investment	68,100.56
	<hr/>
Total	\$1,143,858.22

ESTIMATED REVENUES FOR SCHOOL YEAR COMMENCING JULY 1, 1915.

General Maintenance, City Tax	\$ 461,500.00
State School Tax	177,000.00
State High School Tax	26,000.00
County School Tax	163,000.00
	<hr/>
City Tax, Interest on Bonds and Sinking Fund	\$ 827,500.00
City Tax, Building Fund	106,000.00
	<hr/>
	\$1,110,000.00

ESTIMATED EXPENDITURES FOR THE SCHOOL YEAR COMMENCING JULY 1, 1915.

General Expense	\$ 40,000.00
Janitors' Supplies	5,000.00
Janitors' Salaries	55,000.00
Fuel and Light	23,000.00
Furniture and Equipment	4,000.00
Teachers' Salaries	631,650.00
Books and School Supplies	40,000.00
Renewals and Repairs	50,000.00
	<hr/>
Interest on Bonds	\$ 848,650.00
Sinking Fund	73,000.00
Building Fund	33,000.00
	<hr/>
	\$1,134,650.00

TRIAL BALANCE, JULY 1, 1915.

General Maintenance Fund	\$ 4,393.40
Building Fund	\$ 72.28
Sinking Fund	753.15
Treasurer	3,567.97
Invested Revenue	1,779,557.37
Bonds Payable	1,587,000.00
Real Estate Unimproved	12,060.00
Furniture and Equipment	130,611.53
City Sewer Extension	3,204.81
Bonneville School Property	6,854.43
Bryant School Property	60,598.01
Douglas School Property	21,554.07
East High School Property	687,805.12
Emerson School Property	84,432.04
Ensign School Property	73,319.73
Forest School Property	30,448.34
Forest Annex, Simpson Avenue	1,000.00
Franklin School Property	67,103.68
Fremon School Property	50,396.47
Grant School Property	73,740.47
Hamilton School Property	83,360.81
Hawthorne School Property	98,811.42
Irving School Property	5,000.00
Jackson School Property	108,940.41
Jefferson School Property	130,369.08
Jordan School Property	3,732.85
Lafayette School Property	180,290.18
Lake Breeze School Property	2,040.91
Lincoln School Property	60,691.09
Longfellow School Property	74,853.00
Lowell School Property	89,691.87
Onequa School Property	69,606.47
Oquirrh School Property	85,693.29
Poplar Grove School Property	45,673.03
Riverside School Property	106,200.90
Sumner School Property	107,990.51
Twelfth School Property	23,000.00
Uinta School Property	73,269.50
Wasatch School Property	132,558.85
Washington School Property	94,267.60
Webster School Property	69,472.57
West High School Property	276,393.38
Whittier School Property	141,520.95
	\$3,370,950.77
	\$3,370,950.77

STATEMENT OF RESOURCES AND LIABILITIES JULY 1, 1915.

RESOURCES.

Buildings and Grounds	\$3,220,681.03
Unimproved Real Estate	12,060.00
Furniture and Equipment	130,611.53
City Sewer Extension	3,204.81
	\$3,366,557.37

REPORT OF THE COMMITTEE ON FINANCE OF THE
LIABILITIES.

Building Fund	\$ 72.28
Sinking Fund	753.15
Bank Overdraft	3,567.97
Bonds Outstanding	1,587,000.00
Invested Revenue	1,775,163.97
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> \$3,366,557.37

The books and accounts have been audited by Marwick, Mitchell, Peat & Company, chartered accountants, and the following are statements from their report:

"Purchases. We are informed that the present system of making purchases, so far as possible, through the clerk's office, is of comparatively recent date. We therefore made a comparison of the prices paid prior to June 30, 1913, with those obtaining at June 30, 1915, and it is evident that a considerable saving has been effected.

Cafeterias. We understand that fuel, power and light are supplied by the Board for the upkeep of the cafeterias installed at the High Schools while no revenue accrues therefrom. We submit for the consideration of the Board whether the cafeterias could not be put on a self-supporting basis.

The books and records are carefully and accurately maintained.

As a result of our audit we report that all moneys received have been accounted for, and that all expenditure was made on properly approved vouchers, and, further, that the expenditures on capital account were, in our opinion, proper capital charges."

Respectfully submitted,

L. M. BAILEY,

Chairman,

A. D. McMULLEN,

GEO. F. WASSON,

JOHN C. HOWARD,

Committee on Finance.

Report of Committee on Buildings and Grounds

Salt Lake City, Utah, Sept. 1, 1915.

To the Honorable Board of Education,

Salt Lake City, Utah.

Gentlemen:

Your Committee on Buildings and Grounds respectfully submits the following report for the school year ending June 30, 1915:

EXPENDITURES FROM BUILDING FUND.

East High School.....	\$ 98,055.43
Ensign School	217.60
Forest School	1,507.57
Halloran Site	2,216.57
Hamilton School	4,199.03
Onequa School	3,900.00
Poplar Grove School.....	1,478.58
Uinta School	66,269.50
Washington School	11,600.00
<hr/>	
Total	\$ 189,444.28

SCHOOL PROPERTY.

Value of Buildings and Grounds.....	\$3,232,741.03
Value of School Furniture and Apparatus.....	130,611.53
<hr/>	
Total	\$3,363,352.56

MAINTENANCE AND REPAIRS TO SCHOOL BUILDINGS.

Bonneville School	\$ 787.45
Bryant School	1,874.34
Elementary East High School.....	19.60
Emerson School	1,645.59
Ensign School	330.17
Forest School	2,378.87
Franklin School	1,093.90
Fremont School	1,209.79
Grant School	3,622.84
Hamilton School	1,630.43
Hawthorne School	1,412.79

High School East.....	5,430.64
High School West.....	6,011.42
Gymnasium	647.87
Technical Building	1,807.52
Union Building	4,162.93
Irving School	1,342.95
Jackson School	1,701.27
Jefferson School	1,125.38
Jordan School	419.91
Lafayette School	787.93
Lake Breeze School.....	281.66
Lincoln School	717.38
Longfellow School	603.51
Lowell School	1,515.55
Monroe School	1,817.92
Onequa School	2,450.08
Oquirrh School	2,445.25
Poplar Grove School.....	976.49
Riverside School	1,022.91
Sumner School	1,821.51
Training School	547.28
Twelfth School	595.52
Uinta School	14.25
Wasatch School	1,747.00
Washington School	1,580.35
Webster School	2,166.32
Whittier School	1,987.85
Superintendent of Schools.....	39.33
Fair	14.40
Clerk's Office	20.59
Storekeeper	60.70
Bookbinders	5.00
Superintendent of Buildings.....	.95
Shop	691.91
 Total	\$ 62,567.30

INSURANCE IN FORCE.

Buildings and Furniture (under schedule form).....	\$ 615,000.00
Boilers	230,000.00
East High School and furniture.....	70,000.00
Portable Buildings and contents.....	2,000.00

Total \$ 917,000.00

Respectfully submitted,

A. G. GIAUQUE, Chairman;

F. S. BASCOM,

A. D. McMULLEN,

O. W. MOYLE,

L. M. BAILEY,

Committee on Buildings and Grounds.

SCHOOL PROPERTY
 Tables showing location, description, size and value of sites, buildings and improvements owned by the Board of Education, Salt Lake City.

Names of Buildings	Location of Property	Description of Property	Value of Grounds	Value of Bldgs. & Improv'mts	Total Valuation
Bonneville	Cleveland Addition, between Walnut and Chestnut Streets, Superior Addition.	Commencing 66 feet south from the southeast corner of Block 2, Folsom Addition, thence south 265 feet, west 259 feet to O.S.L., right of way, thence northwest along railroad to Pine street, thence east to place of beginning.	\$ 1,600.00	\$ 5,254.43	\$ 6,854.43
Bryant	First South, between Seventh and Eighth East Streets.	East half of Lot 3, Block 59, Plat B, also part of Lot 2, Block 59, Plat B, commencing at the southwest corner of Lot 2, Block 59, Plat B, running thence north 20 rods, thence east 10 rods, thence south 10 rods, thence west 8 rods, thence south 10 rods, thence west 2 rods to place of beginning.	12,195.04	48,402.97	60,598.04
Emerson	Corner of Barclay and Young Streets.	All of Lots 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 in Block 2, La Veta Place Addition.	4,225.00	80,207.04	84,432.04
Ensign	Between Ninth and Tenth Avenues and E and F Streets.	20x20 rods.	15,000.00	58,319.73	73,319.73
Forest	Ninth East and Twelfth South.	All Lots 7 and 16, inclusive, and 21 to 34, inclusive, Block 4, Geneva Place, being part of Lot 9 Block 45, Ten Acre Plat A, Big Field Survey, also Lots 2 to 6, Inclusive, Block 10, Forest Dale, being part of Lot 8, Block 44, Ten Acre Plat A, Big Field Survey.	1,000.00	30,448.34	31,448.34
Franklin	Corner Second South and Seventh West Streets.	Beginning at the northeast corner of Block 39, Plat C, thence south 297 feet, then west 146 $\frac{1}{2}$ feet, thence north 297 feet, then east 146 $\frac{1}{2}$ feet to place of beginning. All of Lots 2 and 3, Block 2, Heath's Sub-division, Block 39.	14,971.99	52,131.69	67,103.68

SCHOOL PROPERTY—Continued.

Names of Buildings	Location of Property	Description of Property	Value of Grounds	Value of Bldgs. & Improvem'ts	Total Valuations
Fremont	East side of Second West, between First and Second South Streets.	Beginning 3 rods north of the southwest corner of Lot 3, Block 67, Plat A, running thence east 12 rods, thence north 7 rods, thence west 12 rods, thence south 7 rods to place of beginning.	11,550.00	38,846.47	50,396.47
Grant	East side of First West, between Sixth and Seventh South Streets.	All of Lot 4, Block 23, Plat A, being 10 by 23 rods. Also 3x10 rods in Lot 5.	12,346.65	61,393.82	73,740.47
Hamilton	Corner of Eighth East and Eighth South Sts.	All of Lot 1, Block 12, Plat B, being 10 by 20 rods. Also 2 1/2x10 rods Lot 8, Block 12, Plat B.	12,027.75	71,333.06	83,360.81
Hawthorne	Corner Seventh East and Eleventh South.	Corner Seven East Five acres.	12,500.00	86,311.42	98,811.42
High School —East	Between Eighth and Ninth Sts. and Twelfth and Thirteenth East.	Ten acres.	40,000.00	647,805.12	687,805.12
High School —West	First North and Second West Streets.	Block 102, Plat A.	82,109.51	192,058.56	274,168.07
Irving	Twelfth South and Twelfth East.	Commencing at the southeast corner of Lot 2, Block 1, Five-acre Plat A, Big Field Survey, thence west 212.75 feet, north 143.55 feet, west 10.3 feet, north 113.55 feet, east 223.5 feet, south 257.1 feet, to place of beginning.	1,000.00	4,000.00	5,000.00
Jackson	North side of First North, between Sixth and Seventh West Sts.	Commencing 5 rods east of the northwest corner of Lot 4, Block 71, Plat C, running thence east 17 1/2 rods, thence south 20 rods, thence west 12 1/2 rods, thence north 20 rods to place of beginning, being 12 1/2 rods south frontage by 20 rods deep. Also part of Lots 2, 3, 6, Block 71.	21,466.74	87,473.67	108,940.41

SCHOOL PROPERTY—Continued.

Names of Buildings	Location of Property	Description of Property	Value of Grounds	Value of Bldgs. & Improv'ts	Total Valuations
Jefferson	West Temple, South of Ninth Street.	West half Lot 6, Block 22, 5-acre Plat A, big Field survey.	7,002.25	123,366.83	130,369.08
Jordan	Fifth North and Camp's Lane.	Beginning at a point 16 rods north and $4\frac{1}{2}$ rods west of the northeast corner of the northwest quarter of section 34, township 1 north, range 1 west of Salt Lake Meridian, running thence south 10 rods, thence west 22 rods, thence north 10 rods, thence east 22 rods to place of beginning; all in section 27, township and range above named.	225.00	3,507.85	3,732.85
Lafayette	On State Street, between North Temple and First North.	All of Lot 8 and part of Lot 1, Block 93, Plat A, 12x22 rods, S. L. C. survey.	19,032.72	161,257.46	180,290.18
Lake Breeze	Southwest part of City	Lots 19 to 24 inclusive, in Block 9 of Coates & Corum's Lake Breeze Addition.	1,800.00	240.91	2,040.91
Lincoln	North side of Fifth Street, between Third and Fourth West Sts.	West half of the west half of Lot 2, Block 44, Plat A, also the east half of Lot 3, Block 44, Plat A, and also beginning at a point 5 rods west of the southeast corner of Lot 3, Block 44, Plat A, running thence west 2 rods, thence north 10 rods, thence west 3 rods, thence north 10 rods, thence east 5 rods, thence south 20 rods to place of beginning.	12,255.00	48,436.09	60,691.09
Longfellow	Corner of J and First Avenue.	All of Lot 2, Block 25, Plat D, being 10 by 10 rods on the corner.	10,000.00	64,853.00	74,853.00
Lowell	Corner of Second and E Streets.	All of Lots 1 and 4, Block 38, Plat B, beginning the east half of Block 38.	20,000.00	69,691.87	89,691.87
Onequa	Corner Fourth North and Tenth West Sts.	All Lots 1 to 7 inclusive, and Lots 46 to 52, inclusive, Block 1, Wilkinson Subdivision of Block 90, Plat "C," Salt Lake City Survey.	5,400.00	64,206.47	69,606.47

SCHOOL PROPERTY—Continued.

Names of Buildings	Location of Property	Description of Property	Value of Grounds	Value of Bldgs. & Improv'ts	Total Valuations
Oquirrh	West side of Fourth East, between Third and Fourth South Sts.	All of Lot 8, Block 36, Plat B, being 10 by 20 rods.	16,000.00	69,693.29	85,693.29
Poplar Grove	On East side of Pueblo Street, between Wasatch Avenue and Johnson Avenue.	All of Lots 12 to 29, both inclusive, and the west 10 feet of Lots 11 and 30, all in Block 6, Poplar Grove Addition, being a subdivision of Lots 17, 18, 19, 20, 21, 22, 23 and 24, Plat "A," Glendale Park, and part of the northwest quarter of the northwest quarter of Section 11, Township 1 south, range 1 west, Salt Lake Meridian. Also Lots 31 to 34, inclusive.	3,625.43	42,047.60	45,673.03
Riverside	Corner of Eighth West and Sixth South Sts.	All of Lots 32 to 58, inclusive, Block 1, Butte subdivision of Block 17 and parts of Lots 1 and 8, and all of 2, 3, 4, 5, Block 16, Plat C, Salt Lake City Survey, also all of lots 6 and 7, Block 16, Plat C, Salt Lake City Survey, except 1x10 rods off the southeast corner, also 573 feet by 10 rods of west half Lot 7, Block 16, also 743 feet by 8 rods of west half of Lot 7, Block 16.	16,225.00	89,975.90	106,200.90
Summer	West side of Third East, between Sixth and Seventh South Streets.	All of Lot 7 and north half of Lot 8, Block 19, Plat A, being 15 by 20 rods.	17,000.00	90,990.51	107,990.51
Twelfth	South side First South, between Fourth and Fifth East Streets.	All of Lot 6, Block 51, Plat B, being 10 by 20 rods.	18,000.00	5,000.00	23,000.00
Wasatch	Corner of Brigham and R Streets.	All of Lots 2 and 3, Block 4, Plat G, being 10 by 20 rods.	25,468.50	107,090.35	132,558.85

SCHOOL PROPERTY—Continued.

Names of Buildings	Location of Property	Description of Property	Value of Grounds	Value of Bldgs. & Improvem'ts	Total Valuations
Washington	Corner of First West and Peach Streets.	Commencing at the northwest corner of Block 22, Plat E, running thence east 20 rods, thence south 10 rods, thence west 20 rods, thence north 10 rods to place of beginning, being 10 by 20 rods on the northwest corner of the block.	25,100.00	69,167.60	94,267.60
Webster	East side of Eighth East, between Fourth and Fifth South Sts.	All of Lot 4, Block 30, Plat B, being 10 by 20 rods facing west, also 9x10 rods, Lot 7, Block 30, Plat B.	10,800.00	58,672.57	69,472.57
Whittier	On Third East, south of Kensington Avenue.	Lots 19 and 20, Block 12, 5-acre Plat A, except 1 acre in southeast corner, being 9 acres.	22,250.00	119,270.95	141,520.95
Sixty-second (unimproved)	Southwest part of city.	Commencing at a point 2 rods south from the northeast corner of the northeast quarter of the southwest quarter of section 15, township 1 south, range 1 west, running thence south along the line of Red Line Road, 12 rods, thence west 13 rods $\frac{5}{8}$ feet, thence north 12 rods, thence east 13 rods $\frac{5}{8}$ ft. to place of beginning.	535.00 .....	.....	535.00
Warehouse	On High School block.		.....	2,225.31	2,225.31
Uinta	Fifteenth East and Tenth South.	Five acres, being all of Lot 2, Block 29, 5-acre Plat C, Big Field Survey.	16,175.00	57,094.50	73,269.50
Site (unimproved)	Fifteenth East, North of Twelfth South.	4.71 acres, being parts of Lots 15 and 16, Block 10, 5-acre Plat C, Big Field Survey.	11,525.00 .....	.....	11,525.00
Douglas	Thirteenth East, between Sixth and Seventh South.	3.75 acres, being parts of Lots 1, 7, and 8, Block 10, Plat F, Salt Lake City Survey.	21,554.07 .....	.....	21,554.07
		TOTALS	\$521,965.65	\$2,710,775.38	\$3,232,741.03

Report of Committee on Teachers and School Work

The committee on teachers and school work beg leave to submit the following comparative data and facts, in connection with its annual report for the school year ending June 30, 1915.

Believing that some food for thought may be found by a comparison of conditions that now confront us, with conditions that confronted the board twenty years ago, we submit the following comparative data.

In 1895 the school enrollment for this city was 10,993. For the school year ending in 1915, the school enrollment was 22,635. The number of teachers employed for the year ending in 1895 was 225, while the number employed for the year ending in 1915 was 643. The average number of pupils per teacher, based on enrollment, for the year ending in 1895 was 48.8, while the average number of pupils per teacher, based on enrollment, for the year ending in 1915 was 35.2. The total amount of money paid out for teachers' salaries for the year ending in 1895 was \$145,853.31, while the total amount paid out for teachers' salaries for the year ending in 1915 was \$619,370.92. The average salary paid teachers for the year ending in 1895 was \$648.21, while the average salary paid teachers for the year ending in 1915 was \$963.25. The amount of money expended for books and supplies for the year ending in 1895 aggregated \$9,560.16, while the amount expended for books and supplies for the year ending in 1915 was \$46,822.34.

It is not our purpose to comment upon, or make suggestions concerning the foregoing data, but furnish the same with the hope that a careful consideration thereof, may bring forth some suggestions that will result in beneficial action.

Attention was called in our report last year, to what we deemed a need for readjusting salaries of teachers, so that ex-

perienced and efficient teachers, who may be serving in this system for the first time, shall receive a better salary proportionate to that paid teachers of long service in this system. We wish at this time to emphasize the need of a careful revision of the rules governing teachers' salaries.

Under existing laws, the annual school census in this state is required to be taken during July of each year. The time required for the taking of this census, makes it difficult for our Board, as well as for Boards in other cities, to get a correct enumeration of the school population, owing to the fact that a great many families are in the cities during the school year, but are away from their city homes during the months of July and August. If an amendment could be procured to the existing law, so as to permit the census to be taken during some of the school months, the result would mean a more equitable and just distribution of the state school fund.

Respectfully submitted,

G. M. SULLIVAN,
GEO. F. WASSON,
F. S. BASCOM,
OSCAR W. MOYLE.

Superintendent's Report

Salt Lake City, Utah, August 1, 1915.

To the Honorable Board of Education,

Salt Lake City, Utah.

Gentlemen:

I have the honor to submit my fourteenth annual report, which is the twenty-fifth annual report since the consolidation of the schools in 1890.

THE SCHOOL SURVEY.

The most notable event of the year was the survey made of the entire school system, with particular attention to the department of instruction, under the general direction of the Board of Education.

In his Annual Message at the close of the year 1913-1914, President W. J. Barrette of the Board of Education, prefatory to his recommendation that a survey of the schools be made, said:

Are we laying proper stress upon the subjects that will best develop and equip the boys and girls? Are our building expense, teaching expense, maintenance expense and general overhead expense in the proper proportion and in keeping each with the others? Are our buildings equipped as they should be? Are we supervised enough, or are we over-supervised? Have we any school fads, which take away from the vitality and virility of school instruction? Is our growth on the whole well-balanced, or have we grown in certain directions at an unwarranted cost to other development? What lies back of the intolerable situation which arises out of the fact that with every school building already crowded we have an annual increase of over sixteen hundred in enrollment and have available funds with which to adequately provide school facilities for only an additional seven hundred? How is this situation to be relieved?

It would seem to be well worth while to gather together and have

available the data from which to answer these and kindred questions. I therefore recommend that steps be taken at an early date to have a comprehensive and scientific survey made of the entire school system of Salt Lake City, such, for instance, as that made of the public school system of Portland, Oregon, in 1913. The expense would be fully justified, in my judgment, by the results of the Survey.

Under date of April 13, 1915, this office, supplementing the President's recommendation, addressed a letter to the Board of Education in which the following appears:

I respectfully recommend that provision be made for a thorough and comprehensive survey of the school system of this city, particularly of the department of instruction. In my opinion the commission conducting such survey should consist of three or five non-resident educators of national reputation, persons who have achieved marked success in the educational field and who can speak with a degree of authority on matters that relate to an efficient and economical administration of school affairs.

A survey should accomplish primarily two purposes:

1. It should analyze critically and thoroughly, and evaluate accurately, policies now in force.
2. It should make definite and constructive recommendations calculated to increase the efficiency of the schools.

By resolution on May 4 the Board of Education authorized and directed that a survey of the school system be made and appropriated a sum not to exceed \$4,000 to meet the necessary expenses. A committee, consisting of Ledyard M. Bailey, Chairman; W. J. Barrette, President of the Board of Education; Geo. M. Sullivan, Chairman Committee on Teachers and School Work; and Oscar W. Moyle, Member of the Board of Education, with full authority to select the members of the Survey Staff, and to conduct the survey, was appointed at the same meeting.

The Committee selected Dr. Ellwood P. Cubberley of Leland Stanford Junior University, who had conducted the Portland Survey with such marked success, as head of the staff, and entrusted to him the selection of the associate members, subject to the approval of the Committee.

THE SURVEY STAFF.

- Ellwood P. Cubberley, Professor of Education, Leland Stanford Junior University. Director of the Survey; Administration, Finances.
- James H. Van Sickle, Superintendent of City Schools, Springfield, Massachusetts. Courses of Study; Instruction.
- Lewis M. Terman, Associate Professor of Education, Leland Stanford Junior University. School Buildings; Health Supervision, Physical Education.
- Jesse B. Sears, Assistant Professor of Education, Leland Stanford Junior University. Efficiency Tests.
- J. Harold Williams, Research Fellow, Leland Stanford Junior University. Progress of Pupils; Statistical Work; Drawings.

Headed by one of America's most distinguished educators, the Survey Staff consists of eminent specialists. Each in his line has achieved a success that gives him a foremost place. From men of such training and of such unusual fitness for the tremendous task assigned, work fraught with such far-reaching consequences, affecting directly the interests and determining in a measure the possibilities of twenty thousand future citizens, the Board of Education had a right to expect a report worthy in motive and lofty in tone; profound, comprehensive, and analytic, in its investigations; scholarly and inspiring in its expositions; logical and consistent in its conclusions; impartial, fearless and constructive in its criticisms and recommendations; and intrinsically valuable to a degree at least commensurate with its cost. And the Board's expectations have been realized. Differences of opinion on some features of the Survey will, of course, arise. Among persons each of whom has given a subject some careful attention, that is to be expected. But such differences will probably disappear on more mature deliberation, and the points involved will likely be found to be few in number and relatively of minor consequence. Taken as a whole, the report of the Survey Staff is a masterly document. It is purposeful in plan and arrangement; clear and concise in treatment; inspiring and instructive in its discussion; impartial in its criticisms; sound in its conclusions; and helpful and practical in its recommendations. In short, it

is a valuable contribution to pedagogical literature. To heed its recommendations must mean for Salt Lake City a simpler and stronger school organization, a more effective and a more economical administration of its business affairs, better buildings, and increased efficiency in instruction—in brief, better schools. All this was the aim of the Board of Education, and all this may be achieved.

Even at a time of financial stress and urgent needs, the action of the Board of Education in providing for a thorough and far-reaching survey of the school system is deserving of highest commendation. The Board's Committee in charge of the Survey planned their work with care and with commendable foresight, and conspicuous success has crowned their efforts.

The manuscript of the completed Survey was filed with the Board of Education June 30, and soon thereafter it was placed in the hands of the printer.

About August 12 several galley proof copies were transmitted to the Board of Education, and on October 8 the Survey in its present form issued from the press.

It will be seen that unfortunate and unavoidable delays deprived us of the benefits of the suggestions and recommendations made in the Survey until after the plan of organization, and practically all of the details for 1915-1916, had of necessity been mapped out and were in reality in operation.

Although my report covers the year ending June 30, I have deemed it advisable, even at this late date (September) to include therein certain significant excerpts from the Survey, particularly from the part of it that deals with the courses of instruction and the classroom work.

Detailed discussions and recommendations based on other portions of the Survey may come with propriety in my next report preparatory to the year 1916-1917.

In view of the fact that the Survey reviews so comprehensively and so thoroughly the work of the last school year,

I shall make my present report as brief as may be consistent with its purpose, and give space to

EXCERPTS FROM THE SURVEY.

Of the distinctively western cities, with which Salt Lake City will be compared for items of expense, only the Pacific coast cities exceed Salt Lake City in rate of growth from 1900 to 1910.

This means that Salt Lake City was among the few most rapidly growing American cities during the period. Averaged over the entire ten years from 1900 to 1910 the increase was equal to 11.2 persons per day. As the rate of growth, judged by the number of children in the schools, was more rapid toward the end of the period than during the earlier part of it, the rate toward the latter part of the period must have been at least as high as fifteen persons per day.

In character the population is mostly of excellent racial stock. Seventy-eight out of every 100 persons in the city, in 1910, were born in the United States, and 41 out of every 100 were born of parents both of whom also were born here.

The significance of the large number of children of school age may be better appreciated if it be stated that, for a city the size of Salt Lake City (estimated now at 110,000) every increase of 1 per cent in the percentage of the population between 5 and 15 means at least 1,000 more children enrolled in the schools, 30 more teachers to be provided for the schools, and approximately two more school buildings to be erected within the city. Put another way, Salt Lake City must provide 50 per cent more teachers and buildings per 1,000 of its total population than do such cities as Seattle, Portland, Sacramento, or San Francisco, and 30 per cent more than do Tacoma or Denver, to be able to maintain merely equivalent schools. This is the price the city must pay for its large families and its large excess of children.

The tables show Salt Lake City as of large per capita wealth, even though the number of children in the total population is large. When we remember, further, that the city has very few really rich people, we can appreciate what a wide distribution of property there must be among the population. It is essentially a city of the so-called middle class. This should make the maintenance of any public enterprise, such as schools, a relatively easy matter.

The prime purpose of the educational department is to see that the teachers and children are brought together under as good conditions for instruction as is possible. This involves an intelligently-conceived educational purpose, and a system of school administration and supervision calculated to secure the best educational results each

supervisory officer, teacher, and child is capable of giving. An important test of a system of school supervision is how far it brings out the best which each one connected with the system has to give.

Number of Pupils in Average Daily Attendance for Each Supervisory Officer.

I. Western Cities.

City	Pupils per supervisory officer	City	Pupils per supervisory officer
Colo. Springs, Colo..	208	Spokane, Wash.	369
Sacramento, Cal.	252	San Francisco, Cal... .	397
Pasadena, Cal.	262	Seattle, Wash.	400
San Diego, Cal.	283	Denver, Colo.	423
Butte, Mont.	296	Berkeley, Cal.	433
Ogden, Utah	312	Oakland, Cal.	445
Tacoma, Wash.	331	Salt Lake City, Utah.	460
Los Angeles, Cal.	333	Portland, Ore.	513
San Jose, Cal.	365		
Average for the group	354	Median for the group	365

II. Eastern and Middle Western Cities.

City	Pupils per supervisory officer	City	Pupils per supervisory officer
Trenton, N. J.....	182	Albany, N. Y.	372
Troy, N. Y.	227	Duluth, Minn.	381
New Bedford, Mass...	269	Omaha, Neb.	400
Des Moines, Iowa ...	291	Yonkers, N. Y.	445
Youngstown, Ohio...	341	Dayton, Ohio	446
Grand Rapids, Mich..	359	Salt Lake City, Utah.	460
Kansas City, Kan....	360	Springfield, Mass. ...	464
Camden, N. J.	371	Lowell, Mass.	479
Average for the group	343	Median for the group	371

The provision of a supervisor of grammar-grade work and a supervisor of primary work, instead of two general assistant superintendents of schools, is a good point in the Salt Lake City system. By specializing the work of these two supervisors the tendency to become office workers and inspectors, so common in city school systems, has been almost entirely obviated. The number of special supervisors at present employed is, however, too small.

The whole question as to the value of special supervision depends upon its character and upon the type of special supervisors employed. If the special supervision is good, and if the supervisors extend helpful assistance to the teachers and make them stronger in their work, special supervision always gives large educational returns. Nothing pays such large dividends in any line of work as plenty of good brains at the top.

The members of the survey staff were much pleased with what they saw of the elementary school principals, and the work they were doing in the supervision of their schools. Usually the elementary school principal is the weakest place in the entire school system, and one generally finds more dead wood in such positions than in any other place. In Salt Lake City this was not the case. On the contrary, with a few exceptions, the elementary school principals were a good body of supervisory officers, interested in their work and professionally awake. Some of them were among the most efficient school principals members of the survey staff had ever seen, and their helpfulness to their teachers and their influence on both teachers and children seemed strong and good.

A prominent characteristic of the system of school administration employed is its utilization of the best each principal has in him in the administration of his school. This means an individuality among the different schools which is as delightful to see as it is unusual to find.

Such a liberal plan in school administration is to be highly commended. The good results of it on the school system were evident to all the members of the survey staff. If asked to name the one thing in which the Salt Lake City system of school administration is superior to most other systems, we should say it is in this absence of a deadening uniformity imposed from above, and in the premium which is placed on initiative from below. It was one of the best features the survey staff found in the Salt Lake City school system.

To show the position of Salt Lake City in the matter of teachers employed, compared with other western cities, the following table

Number of Pupils in Average Daily Attendance per Teacher Employed, in All Schools.

City.	Teacher average	City.	Teacher average
Pasadena, Cal.	19.2	Portland, Ore.	28.7
Berkeley, Cal.	24.6	Colorado Springs, Colo.	29.0
Sacramento, Cal.	24.9	Spokane, Wash.	29.5
Los Angeles, Cal.	25.0	Salt Lake City, Utah....	30.3
Denver, Colo.	25.8	Oakland, Cal.	30.7
Butte, Mont.	25.9	San Jose, Cal.	31.0
San Diego, Cal.	26.7	San Francisco, Cal.	33.6
Ogden, Utah	27.2	Tacoma, Wash.	33.8
Seattle, Wash.	27.2		
Average for group.....	27.9	Median for the group..	27.2
Excess of Salt Lake City above average...	2.4	Excess of Salt Lake City above median...	3.1

This table shows that the average size of classes in Salt Lake City is 3.1 pupils higher than the medium point for sixteen other western cities. To bring the average size of class in Salt Lake City down merely to this median would require the employment of sixty-five additional teachers, without making any allowance for the normal increase next September.

In the first place, the number of ungraded rooms in the city is being reduced, though the larger the classes become and the less experienced the teaching force, the more need there is for ungraded rooms and special classes. The city at present needs at least fifteen additional teachers for ungraded classes in the different elementary schools of the city, and ten additional special teachers for retarded and defective children. These are minimum needs merely to care properly for present conditions. The high degree of retardation in the schools, and especially in a number of schools having no ungraded room, would indicate the need for lighter rather than heavier loads for the grade teachers.

That teachers' salaries in Salt Lake City are low there can be no question. Salt Lake City is not a cheap city in which to live, and a public school teacher should be paid a salary sufficient to enable her to live as a person of education and refinement should.

TABLE NO. 10.
Comparative Salary Schedule in Western Cities.

CITY	Teachers		Principals	
	Minimum Salary	Maximum Salary	Minimum Salary	Maximum Salary
I. Elementary Schools:				
1. Salt Lake City, Utah...	\$480	\$1020	\$1350	\$2350
2. Tacoma, Wash.	600	960	1140	1800
3. Colorado Springs, Col.	600	960	1150	1800
4. Spokane, Wash.	600	1000	1050	1800
5. Denver, Colo.	720	1200	1400	2000
6. Portland, Ore.	725	1100	1050	2150
7. Butte, Mont.	750	1200	1200	1700
8. San Diego, Cal.	768	1200	1200	2004
9. Los Angeles, Cal.	768	1200	1300	2400
10. Oakland, Cal.	780	1200	1500	2400
11. Pasadena, Cal.	800	1100	1200	2100
12. San Francisco, Cal....	840	1024	2340	2460
13. San Jose, Cal.	840	1050	1800	1920
14. Seattle, Wash.	840	1110	1440	2160
15. Sacramento, Cal.	900	1200	1560	1560
16. Berkeley, Cal.	960	1200	1500	2280

TABLE NO. 10, CONTINUED.
Comparative Salary Schedules in Western Cities.

CITY	Teachers		Heads of Depart- ments Maximum	Principals
	Minimum Salary	Maximum Salary		
II. High Schools:				
1. Salt Lake City, Utah...	\$ 800	\$1400	\$1600	\$3800
2. Tacoma, Wash.	810	1350	1600	2500
3. Colorado Springs, Colo.	900	1600	1600	1800
4. Denver, Colo.	1000	1600	2200	...
5. Seattle, Wash.	1020	1560	1680	3600
6. Spokane, Wash.	1100	1400	1800	3300
7. Pasadena, Cal.	1100	1500	1700	3300
8. Portland, Ore.	1150	1350	1600	3000
9. Berkeley, Cal.	1200	1500	1800	3000
10. San Diego, Cal.	1200	1600	1800	3000
11. Los Angeles, Cal.	1200	1680	2160	3600
12. Sacramento, Cal.	1200	1680	1680	2300
13. San Jose, Cal.	1200	1500	2200	3600
14. Butte, Mont.	1250	1600	1800	3000
15. Oakland, Cal.	1260	1500	2100	3300
16. San Francisco, Cal.	1500	1730	2040	3600

In both elementary and secondary school salaries, Salt Lake City pays the lowest minimum and also nearly the lowest maximum of any western city. Only in the salaries paid principals should Salt Lake City be commended.

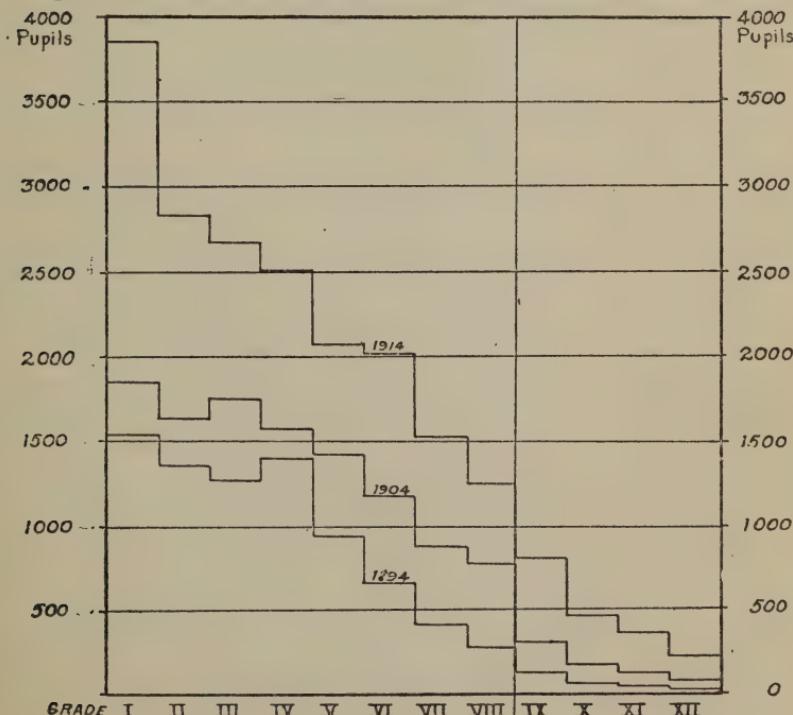
The salaries paid teachers in Salt Lake City are also lower than are paid other types of city employees in other local lines of business.

It will be seen that the number of teachers now employed is too small, and that the tendency in employment is in the wrong direction; that the schools are securing too many inexperienced teachers, from the immediate neighborhoods, and with purely local outlook and training; that the tendency in salaries is downward, below what is a living wage for any person of education and refinement, and below a remuneration which will make teaching attractive to the better class of young people.

To supply the present needs of the schools for regular class teachers would require the addition of approximately 100 more teachers to the elementary school service. To pay a salary schedule such as well-trained teachers demand would require, including the new teachers to be employed to meet present needs, an addition of probably 40 per cent to the present allowance for teachers' salaries. A continuation of present tendencies cannot fail to interfere seriously with the efficiency of the instruction in the schools.

In presenting these criticisms of the present policy as to teachers, necessitated by the present financial situation, the survey staff do not wish to leave the impression that they feel that the teaching force is not rendering good service. On the contrary, we felt that the city was getting more for its money than it had a right to expect.

Fig. 14. Changes in the Enrollment by Grades in Twenty Years.



The small number of pupils finishing a high school course, or even continuing into the second year of the high schools, is a noticeable feature of the distribution shown. In a community such as Salt Lake City, a community of good racial stock, low illiteracy, good educational traditions, a state university at its doors, and much wealth, this is a rather surprising condition to find. One would expect, in such a city, to find a large rather than a small percentage of pupils in attendance at the high schools. But, notwithstanding the last decade, the percentage in the high school grades is still quite low. This condition naturally raises questions as to the adaptability to community needs of the instruction now offered in the Salt Lake City high schools.

The last two years of the elementary-school course also probably lack in power to interest the pupils in carrying their studies further.

It is hard to explain the decreases in school population in 1906, and again in 1912, on any other basis than a failure to enumerate all the existing children. As all apportionments of state school money are based on the school census returns (children over 6 and under 18 years of age reported as living within the city) and as the amount apportioned is a considerable sum (\$13.00 per child in 1913-14) it doubtless would pay the board of education to revise the methods in use for taking the annual school census.

The reports of the school truant officer, as printed in the annual reports of the board of education, would indicate that the attendance of children is looked after as well as one man can do such work in a city of 110,000 inhabitants, and covering fifty square miles of territory.

It is almost certain that a large number of the older children, held in school by the enforcement of the compulsory education laws, are pupils who are "mired down" in the grades and are hopelessly repeating work which is not at all suited to their needs. This must be particularly the case with many of the boys. It is almost certain that a vocational school for such children would be of great benefit not only to them, but to the grades from which they would be withdrawn as well. No school system consisting of grade instruction alone can ever meet the educational needs of those markedly over-age boys and girls who find themselves unable to make satisfactory progress in the work of the ordinary school course of study.

THE COURSES OF STUDY FOR ELEMENTARY SCHOOLS.

It may be said at the outset that with two principal exceptions to be discussed later, manual training and physical training, the courses of study as outlined for the Salt Lake City schools are worthy of much commendation. Unlike many similar publications, the volume

does not appear to be a mere compilation. A definite theory of education underlies the development of each subject, and unusual attention has been paid to the relation which one subject bears to another. By means of the close correlation thus worked out great economy of time is possible, both in teaching and in learning.

It is noteworthy that in preparing the courses of study the superintendent and the supervisors were aided by the advice of a committee of five teachers from each grade, and a similar committee of principals. Courses formulated in part by the teaching force, as in this instance, will be understood by all, and all, having had a certain responsibility in their preparation and adoption, will be in sympathy with their aims and standards.

The making of courses of study is best managed when the preparation is utilized as an opportunity, as has been done in this case, to increase the efficiency of the teaching force by securing the thoughtful participation of teachers in the work and responsibility involved. For these reasons the plan under which the Salt Lake City courses of study were formulated is to be commended. The committees to which reference has been made were appointed by the superintendent. Similar committees elected by the teachers themselves are now deliberating, not only on further desirable revisions of the courses, but also, at the invitation of the superintendent, upon any other feature of school procedure about which they care to make recommendations.

Wherever such co-operative relations exist between the supervising officers and the teaching force in a school system one may reasonably expect the favorable results that always come from team work. In their visits to the schools the members of the survey staff have been at some pains to find out whether there is in fact in the Salt Lake City schools the mutual confidence and co-operation between teachers and supervisory officers which their plan would lead one to expect. It is our opinion that such a relation has been developed to a good degree, and that its effects are evident in the daily procedure in most of the school rooms visited.

The courses of study prescribe minimum attainments which children must possess as a condition of promotion. Beyond this minimum great freedom is allowed. In developing any course of study for any grade beyond the minimum which is deemed attainable by the slowest pupil, the superintendent places large responsibility upon the principal so that he may adapt the work to any need peculiar to the local community. The principal in turn gives large liberty to the teacher in meeting individual needs of pupils, and in following outlines of interest. Under such conditions the teacher cannot degenerate into an automaton. She requires the children to think for themselves, to use their heads. This emphasis upon thought rather than memory was noticeable in nearly all school rooms that were visited.

There was evidently much to be desired on the score of broader preliminary education on the part of many teachers, yet this lack was evidently being met, to a considerable extent, by the student attitude and consequent growth in power characteristic of a body of teachers who are being stimulated to regard their work as the solution of a series of vital problems rather than as a routine task.

Although, in the courses as outlined, only minimum attainments are insisted upon, attainments easily within the reach of normal minded children, it must be remembered that among children of school age everywhere there are many for whom mastery of the ordinary courses of study is impossible. The Salt Lake City schools present no exception to his world-wide condition. As is shown in Chapter IX, there are approximately 600 children enrolled in the schools who are of such a low grade of mentality that they cannot profit by strict adherence to even the minimum requirements of courses of study prepared for normal children.

At this stage of progress in our knowledge of the needs of children of this type, it would be too much to expect that courses of study should provide any complete scheme for the education of pupils who are retarded through inability to think in symbols; but every school system should recognize the presence in the schools of a considerable number of such children, and in general terms indicate the limits within which prescribed "minimum attainments" are to be insisted upon.

Prominence is given to a chapter on morals, manners, and civics by giving it first place in the printed outline. It would not be easy to suggest a better selection of topics for emphasis than are here presented. There can be no question that the phase of a school's influence on the lines of its pupils represented by this chapter is of the highest importance. We may even say that the part of the work of the schools covered by the topics in this chapter transcends in importance all the other work outlined without in the least overstating the case; and yet the question arises, would it not be better to teach morals, manners, and civics as the occasion calls for such instruction through the work outlined as reading, literature, history, civics, and sociology?

Sixty-four pages of the course of study are devoted directly to the various phases of English work, and, in addition, suggestions for utilizing the abundant opportunities for English teaching afforded by other studies are of frequent occurrence. Everywhere in the course of study clear and forceful expression is emphasized. This is particularly true in history and geography.

A careful examination of the chapters dealing with different phases of English work leads to the conclusion that the course has been worked out with care and intelligence, and in its content is in general accord with the theory and practice in teaching English which prevails in the best school systems of the country.

During the first two or three years of a child's school life proficiency in reading is the main requisite for promotion from grade to grade, and a pupil's progress throughout the school course is influenced largely by his power to read and interpret the books to which he has access. From the first attention is centered upon the meaning of what is read.

Several suitable books have been suggested in connection with the prescribed reading, in classes above the third grade, and pupils are shown how they can obtain these books. An incidental aim is to teach pupils the use of a library and to bring them frequently into its environment. The results are held to be, to an extent at least, a measure of the teacher's power to inspire her pupils with a genuine love of reading.

In the outline for first grade, teachers are warned not to allow children to read orally till they can read smoothly.

This implies that children just beginning to read are required to commit to memory, for the moment, every sentence that they read orally. They then look up from the book and "deliver" each sentence to the class.

It is evident that only very brief sentences can be so committed and delivered, and that children who adhere to this practice are in danger of being held to the reading of primer literature long after they have sufficient power to read books of real merit, but containing sentences too long to be rendered glibly and without any stumbling. In the beginning, if the child himself can get the thought from the printed page, he is doing the essential thing. As early as possible, however, he should be taught to read by phrases rather than by word, in order to facilitate his interpretation of an author's thought.

It is not so much a question of how fluently pupils go through a certain class of reading matter, as a question of the sort of reading habits that are being formed.

One great purpose in teaching reading, and one which should receive some attention even from the first, is its value for the reader's own benefit. In the course of the survey much oral reading was heard, and, on the whole, it was good reading; but definite practice in silent reading for the thought of the selection was never seen in progress. Power in this direction was implied in the provision for home reading, but there should be definite school practice in order to make sure of adequate results. The school rooms of the city are well supplied with reading material. This is especially noticeable in the primary grades, where even in the first grade children read from two to twelve or more primers and first readers. In the intermediate grades some of the work in history is done in the reading period. This is true also of hygiene. In both cases the text-books used, having been written with more regard to literary form than some books of their class, lend themselves very well to this time-saving plan.

The outline in phonics provides for the necessary amount of work in ear-training and gives a good working list of phonograms, suffixes, and prefixes.

The introduction of diacritical markings is very wisely postponed until the latter half of the third year in school.

The course is progressive and practical.

The strength of the language work in the primary grades seems to be found in:

1. Making grammar work dramatic and in confining the exercises to troublesome verbs.
2. Stimulating the imagination of the pupils by the use of pictures.
3. Giving much time to oral expression before beginning written work.

4. Making every lesson a language lesson.

5. Committing to memory many fine models of literature.

6. The frequent use of the dramatic method in oral composition.

Some of the admirable qualities in language work for grammar grades are:

1. Composition laws and grammar rules are considered of value only so far as they aid the pupil to speak and write with clearness, force and ease.
2. The insistence upon the study of model selections in teaching composition and appreciating the ideal in literature.
3. The idea that language study is a part of every lesson.
4. The equal emphasis upon oral and written expression.
5. The emphasis upon content as well as form.
6. Constant attention to enlarging the students' vocabularies.

The suggestions and directions for teaching spelling given in the course of study are excellent.

Although the time devoted to spelling is not prescribed in the course of study, it is evidently regarded by the teachers as a highly important subject. Keen interest is stimulated by a lively competition between schools, and by uniform competitive tests formulated in the office of the superintendent. As measured by the survey by means of the Ayres standard tests, the results of this rather extreme attention to spelling show in a very high score; but it is a question whether the children of Salt Lake City are not sacrificing something in other lines by devoting so large a proportion of the total time available to spelling.

Some admirable characteristics of the course of study in spelling are:

1. The insistence in all spelling work upon anticipating errors.
2. Emphasis upon the relation of pronunciation to spelling.
3. The constant injunction to relate spelling to composition activities.

4. Emphasis upon training children to use the dictionary.
5. Insistence upon selecting words from geography, history, etc.
6. Much drill upon lists of words commonly misspelled.

The survey staff is of the opinion that the writing of the children in the Salt Lake City schools compares favorably with that found in other cities, and the tests show that it is considerably above the average.

The course of study in history provides for the teaching of United States history in the fifth, sixth, and eighth grades. In the eighth grade, B class, a general review of United States history is called for, following a well-prepared outline.

Much attention is given in each grade to local history and institutions. In the fifth grade, A class, the history of Utah receives especial emphasis. An excellent outline is furnished. In the fifth grade, B class, and in the sixth grade, emphasis is placed upon the functions of the various departments of the city government. Too much praise cannot be given to the treatment suggested for such topics as the police department, the fire department, the health department, the garbage system, irrigation, public parks, the city's water system and the general plan of city government.

An especially noteworthy feature of the work in Civics is the way in which each city department head has been led to co-operate with the schools by furnishing an outline or description of the functions of his department, and the way it fits into the general scheme of city government. At the invitation of the grammar-grade supervisor the department heads meet the teachers, from time to time, and explain in detail the scope of the work which they have previously outlined in somewhat brief form. The survey staff is of the opinion that like enterprise on the part of the supervisory officers, resulting in hearty co-operation on the part of the city department heads in dealing with community civics, is far from common, and they commend it without reservation.

Among the excellent features of the course under discussion we note:

1. The emphasis placed upon making history (a) vivid, (b) a source for creating ideals, (c) correlation in the method of presentation with the composition approach to a subject (pages 68 and 69, with 109).
2. The emphasis upon purposeful work. The purpose in the early work is apparently not to teach facts, but to instill ideals by making historic personalities and national and local scenes live again in the imagination of the children.
3. That directions are given to consider much of the subject matter as suited to the language.

4. The definiteness with which the course in history is presented to the teachers.
5. Investigations by classes are recommended.
6. The course for upper grammar grades should stimulate a sense of gratitude for, and loyalty to the city government.
7. The use of literary selections to supplement history talks is suggested, and a suitable list is given.

Although nature study is outlined as a separate subject, the fact that geography, history, and nature work in the elementary school should be considered as a unit is not lost sight of.

The desired correlation is left for the teacher to work out. The outline might to advantage do more in this direction. The correlation of nature study with language is hinted at in the language course but not emphasized. In the case of other subjects the correlation idea is usually kept in the foreground.

The human aspect of the course is made prominent.

The work in each grade is well within the grasp of the average city child with limited opportunity for observation. It is very evidently a minor course in the primary-school curriculum. The natural work from the home out into the nation is a commendable feature of the course for primary grades.

The course of study lays stress upon the school garden and the home garden as adjuncts in nature study. In this particular, as well as in its aim to cultivate habits of observation and incidentally to impart a body of useful information the course suggested for Salt Lake City is in keeping with the courses suggested for other cities. The members of the survey did not see evidences that practice was generally up to the outlines provided. The school board has recently made provision for exceptionally good work in this subject in some of the outlying sections, by purchasing ample tracts of land in connection with a few of its newer buildings, but in connection with the older schools little or nothing is done.

The methods of teaching this subject (arithmetic) observed in the school rooms visited were substantially in accord with the sound pedagogic directions of the course of study. Both the time given to the subject and the results shown by the standard tests, make it clear that arithmetic is not neglected in Salt Lake City.

The course of study provides for the study of geography from the third to the seventh grade inclusive. When the Salt Lake City course of study in geography is compared with the courses for our better school systems, no significant differences appear. The general movement in all the courses is now from the home and its environment to the earth as a whole, and from this to North America and a detailed study of the United States.

The Salt Lake City course emphasizes the study of home or local

geography in an especially effective way. Few places afford better opportunities for teaching land and water forms by direct personal observations than does the Salt Lake Valley.

The outlines and the suggestions for teaching contained in them are admirable. They are definite, without being too exhaustive, and the plan of work as outlined is especially adapted to the region about Salt Lake City.

The home city and the home state having been studied intensively, the child is prepared to comprehend what his teacher and his books have to say about other political divisions and cities. This is the method advocated in the course. It is the method of comparison. Map drawing is practiced wholly from the point of view of gaining power to interpret maps. It is justly regarded as of indispensable importance. Rapidly drawn relief and outline maps, with just the amount of detail called for in the topic under consideration, are therefore emphasized in all grades.

It was evident to members of the survey, as they observed the manner in which exercises in music were conducted, that much well directed effort has been devoted to this study through a series of years. When the junior high school plan becomes fully established, so that all instruction in the seventh and eighth grades may be on the departmental plan, the music work of these grades will undoubtedly show better results than are now generally obtained, for then it will be possible to have the instruction given by teachers who have shown special aptitude for the work. At present, as might be expected, there is considerable variation in the enthusiasm for music manifested in different schools, according as they are less or more fortunate in having upper-grade teachers who have talent in this direction.

At the time of the survey the art work in the grammar grades was suffering from lack of supervision, and apparently but little was being done. Those of the grade teachers who had some special talent for the work were able unaided to keep up their interest and secure results, but the majority of the teachers were in need of the constant inspiration, help, and suggestion which a competent supervisor could give. The course of study appears, in the main, to be in line with the best thought on the subject, but to a teacher who has not had excellent art training it would seem too indefinite to serve as a sufficient guide. There are few grade teachers who can do creditable work in this department without the advantage of frequent supervision, no matter how minutely the course is laid out for them.

Nearly all branches of modeling seem to be emphasized in each grade. We suggest that it would be better to emphasize low relief in certain grades, high relief in certain grades, modeling in the round in certain grades, and pottery in certain grades.

There appears to be no connection between sewing and art. The

principle of correlation, so well worked out in the academic part of the course of study, should find its most effective application in art and handwork both for girls and boys. The subject of design is not developed in a progressive manner from grade to grade, as it might easily be if manual training, sewing, and art were included in the scheme of correlation.

A commendable feature of the work seen in domestic arts and science was the effort to adapt the instruction to the home needs of the children attending the different schools. The same course of study was not followed in all of the schools, nor were the grades in which the instruction was given the same. The teachers of the subject seemed to be making an earnest effort to adapt the work to the needs of the children.

There are too few properly equipped centers for this work in the schools of the city, and enough is not made of it, and in one of the high schools no opportunity is provided for girls who wish to continue this important study.

THE EFFICIENCY OF THE INSTRUCTION MEASURED.

It is the purpose here to report the results of a series of tests which were designed to measure the present state of efficiency of instruction in the Salt Lake City schools in those subjects which are intended to provide the children with the common tools of knowledge, and which everyone recognizes as the basis of all education.

Whatever results appear are fully typical of the schools as a whole, probably little if any different from what they would have been had every child in the system been included in the test.

The tests used are all standardized tests, and while no adequate explanation of any one of them can be given here, it should be noted that each one has been specially designed for its purpose, and not only represents the best scientific achievement in that line, but has proved its value in practical use in many school systems in teaching and supervision.

Results obtained from these tests in other cities are therefore noticeable, and fully trustworthy for comparative purposes here.

Spelling. The subject of spelling is begun in the second grade, and continued through the eighth.

The general suggestions and plans outlined in the printed course of study for spelling are excellent. The work is carefully correlated with other work in English, and the spelling test is supplemented by lists of words made up by the supervisors and teachers. It should be said at the outset that the amount of time devoted to this subject is at least 25 per cent too high, 50 per cent in case of grade three, and that a fair interpretation of the results of this test must bear this fact in mind.

The results of this test appear in the following tables, which present the facts by schools, by grades, for the city as a whole, and in comparison with results obtained in three other cities where this test has been used recently.

The results of this test appear in the following tables, which present the facts by schools, by grades, for the city as a whole, and in comparison with results obtained in three other cities where this test has been used recently.

Spelling Test—Salt Lake City Compared with Other Cities.
(Ayers Test.)

City	Grade								
	II	III	IV	V	VI	VII	VIII	Ave.	
Springfield, Ill....	70.0	65.0	70.0	72.0	68.0	73.0	75.0	70.0	
*Butte, Mont.	86.2	81.8	78.7	84.5	75.0	76.2	89.4	80.3	
†Oakland, Cal.	60.4	66.7	75.9	84.7	80.2	79.9	76.3	76.5	
Salt Lake City....	89.9	78.8	87.6	86.8	87.1	82.2	86.0		

*Includes only B classes.

†The test in Oakland was given at the beginning of the year, and includes results from both A and B classes.

Note: Salt Lake City should rank slightly higher than Oakland since the test included only the B section of the grade.

TABLE 15.

Spelling. Distribution of Average Scores by Schools, by Grades, and for the City as a Whole.
(Ayers Test.)

School.	Total Ave.	Grade.						
		VIII	VII	VI	V	IV	III	
Total for City.....	86.0	82.2	87.1	86.8	87.6	78.8	89.9	
Emerson School	81.1	80.2	95.7	82.5	81.4	62.4	84.1	
Forest School	83.9	79.5	78.8	82.1	94.5	77.0	94.5	
Grant School	86.1	....	89.1	88.8	92.5	79.5	90.7	
Hamilton School	89.5	....	95.2	85.8	92.6	80.9	94.4	
Jackson School	77.2	78.2	82.3	90.4	94.6	64.5	92.5	
Jefferson School	89.0	86.5	88.7	90.0	92.0	85.3	92.0	
Lafayette School	84.5	84.6	82.4	90.3	82.8	75.9	90.6	
Lincoln School	89.0	....	93.3	92.5	91.1	87.8	86.5	
Lowell School	92.4	86.1	94.4	98.3	96.4	98.7	91.2	
Onequa School	84.4	73.1	82.3	83.9	85.9	85.9	95.9	
Oquirrh School	89.1	....	87.8	96.9	93.0	85.1	85.7	
Popular Grove School..	87.8	89.5	90.0	86.9	76.8	87.4	93.9	
Riverside School	84.8	76.8	89.7	84.1	77.1	81.0	98.7	
Summer School	83.3	76.1	80.6	73.8	90.0	76.6	95.5	
Training School	68.9	....	71.0	65.2	83.1	58.8	66.4	
Wasatch School	93.0	97.9	91.3	98.4	96.9	78.7	97.2	
Washington School ...	82.9	....	91.3	89.7	79.3	73.9	75.8	
Wabster School	84.4	76.8	86.0	86.9	86.5	79.9	87.3	
Whittier School	91.8	89.0	95.4	97.1	89.7	85.8	94.4	

From this it will be seen that the Salt Lake City schools rank well above those of the other cities in all grades except the eighth, and that, for the city as a whole, they stand 6 per cent above all the others.

Composition Work. There is but little data which can be offered for comparison, but such as is available is presented in Table No. 19. From this it is seen that in every grade Salt Lake City ranks well above Butte, above the eighth grade rural schools of Delaware Co., Ohio, and above the eighth grade children of Delaware City, Ohio, but below the classes in Maryland and New York City.

TABLE NO. 19.

Comparing Salt Lake City's Median Composition Scores with those Attained in Other States.

Grade	Score | Median |				
	Salt Lake City	Butte, Mont.*	Maryland and N. Y. City†	Delaware Co. O.‡	Delaware City
VIII	5.4	4.11			3.94
VII	4.4	3.75	5.75 to 7.0		
VI	3.8	3.40			
V	3.1	2.87	5.15		
IV	2.9	2.34			

*The Butte Survey, p. 74.

†F. J. Kelly. Teachers' Marks, Their Variability and Standardization, Col. Univ., 1914.

‡Report of the Ohio State School Survey, 1914.

While the schools rank fairly well as compared in Table No. 19, yet the fact that some classes in New York City have made higher scores indicates that there is yet room for improvement. There were individual classes in Salt Lake City which ranked as high as the New York City classes, which shows that higher standards than are shown by the table have already been attained by some schools in the city.

Writing. The aim for teaching writing appears to be that of legibility rather than mere beauty, and the instructions in the printed course of study lay appropriate emphasis upon the hygienic aspect of the teaching of the subject.

A careful study of the table shows that, judged by grade averages, no one school ranks especially low or especially high, though the Sumner record is consistently above the average for the city. In other words, the differences between schools are nowhere striking, and the gradual rise in the average score from 9.3 in grade three, to 13.1 in

grade 8 shows evidence of uniformity in teaching standards throughout the city.

TABLE NO. 20.

Distribution of Average Scores in Penmanship by Schools and by Grades.

	Grade					
	III	IV	V	VI	VII	VIII
For the City	9.3	10.7	10.9	11.2	12.1	13.1
Emerson School	9.6	9.5	12.5	10.9	12.4	11.3
Forest School	9.3	10.4	10.2	9.9	11.9	13.2
Grant School	8.2	10.1	10.9	10.9	10.4	
Hamilton School	11.9	10.1	11.5	12.9	12.5	
Jackson School	10.7	10.7	9.9	10.5	11.4	13.0
Jefferson School .....	....	9.5	11.3	11.5	11.3	11.6
Lafayette School	10.5	11.3	10.6	10.3	12.2	14.7
Lincoln School	9.0	9.2	9.0	11.0	11.2	
Lowell School	8.6	10.6	11.7	11.8	14.0	14.6
Onequa School	10.5	11.6	10.9	9.9	12.2	13.5
Oquirrh School	8.7	10.7	12.2	13.3	12.1	
Poplar Grove School .....	....	9.5	9.8	11.3	11.6	12.4
Riverside School	9.4	12.7	9.8	11.0	12.0	12.2
Summer School	10.2	13.8	12.4	12.2	12.7	13.9
Training School	7.1	9.0	9.8	9.6	11.6	12.5
Wasatch School .....	....	12.7	13.4	11.3	12.4	12.3
Washington School	8.9	9.7	9.5	10.7	11.2	
Webster School	7.6	11.1	10.7	12.1	12.8	11.6
Whittier School	9.1	11.7	11.4	12.0	12.8	14.7

Thorndike, Edward L. A Scale for Handwriting of Children in Grades 5 to 8, published by Teachers College, Col. Univ., N. Y. For full explanation of how the scale was derived see Teachers College Record, March, 1910.

To compare the results of this test in Salt Lake City with those achieved elsewhere, comparable data from several sources have been brought together.

The median, which differs very slightly from the average, has been used, and it will be seen that the schools of Salt Lake City rank high in two respects. First, with the exception of a few cases in the seven school systems tested by Dr. Stone, no schools cited rank as high; and second, because the progress from grade to grade is much more even in the Salt Lake City schools than in most of the other cases.

The average business man will do well to place his own writing by the side of these specimens before arguing that the children of the public schools cannot write.

In conclusion we must say that the writing work in the schools of

this city is well up to the standard; that in the light of present practice this work is being accomplished in a reasonable amount of time; and that the basis for promotion in the different schools appears to be equal, but that more careful individualization of instruction for the lower five to ten per cent of each grade, and the temporary relieving from formal training of those who are several points ahead of their grades, are lines along which the schools may look for even greater progress.

Reading. Almost every classroom visited by the members of the survey showed evidence that the point of view, the aim and purpose, and the general method for teaching reading, so clearly set forth in the printed course of study, are being effectively carried out.

The results of these tests are shown in the following tables and diagrams, and the reader is at liberty to try his own rate of reading the selection in comparison with the results here shown for 1,624 children in thirteen schools, from grades five to eight inclusive.

TABLE NO. 23.

Showing the Number of Words Read per Minute by the Median Child in Each Class Tested.

(Courtis Test)

SCHOOL	GRADE			
	VIII	VII	VI	V
Forest	213	230	206	224
Grant .....	.....	219	223	214
Hamilton .....	.....	225	219	159
Lafayette	199	230	222	179
Lincoln .....	.....	219	213	159
Lowell	210	293	220	203
Onequa	190	199	173	239
Oquirrh	190	213	210	203
Riverside	199	226	206	214
Sumner	148	219	199	159
Training	217	178	205	202
Wasatch	287	215	246	167
Whittier	239	207	239	190

The rate of silent reading shown here was attained by the children, understanding that they were later to be tested on the content of what they read.

As compared with the Courtis standard all grades rank high.

The main suggestions that grow out of these tests of reading are that, as in the other subjects, the real genius in the schools is not

being instructed under the best conditions. These children should be so classified that they will need to work up to their full capacity. On the other hand, the extremely slow pupils shown in these tests should be receiving special instruction which cannot be given economically in the ordinary classroom and with the regular class. Less emphasis needs to be placed upon school grades, and more upon proper classification of the individual child.

Arithmetic. Arithmetic is taught in all grades, and the course outlined seems in the main in keeping with the best thought on this subject. The degree of importance which attaches to this subject in the schools of the city is well indicated by the amount of time which is devoted to it.

TABLE NO. 26.

Amount and Distribution of Time in Arithmetic.

Grade	1	2	3	4	5	6	7	8	Per cent of total time
Proposed maximum Standard..	75	100	125	150	150	150	150	170	10.7
Salt Lake City....	50	100	225	225	250	240	250	290	14.3

It will be seen that arithmetic is receiving more than its full share of attention in the city, approximately 14.3 per cent of the school time being devoted to the subject, whereas this investigation supports argument for but 10.7 per cent.

TABLE NO. 30.

The Standing of Salt Lake City in the Fundamentals of Arithmetic as Compared with Other Cities, Judged by the Median Score Attained by Each Grade.

ADDITION				MULTIPLICATION			
V	VI	VII	VIII	V	VI	VII	VIII
3.9	4.6	5.4	6.7	Detroit	3.8	4.8	6.0
3.7	4.9	5.6	7.9	Boston	3.3	4.8	5.1
3.9	4.4	4.7	5.6	Other Cities	2.6	4.5	5.2
2.9	3.4	3.8	5.3	Butte	4.1	5.0	6.5
4.1	6.4	6.9	8.5	Salt Lake City	4.3	5.3	7.1
SUBTRACTION				DIVISION			
5.5	6.2	7.3	9.5	Detroit	2.7	4.4	7.1
4.9	6.3	6.9	8.6	Boston	2.0	3.3	5.1
4.5	6.1	7.8	8.4	Other Cities	2.3	4.3	5.8
2.9	3.4	3.8	5.3	Butte	3.6	4.3	7.2
5.2	7.8	8.8	9.8	Salt Lake City	3.0	5.5	9.5

To measure the results achieved in Salt Lake City with similar results attained in other cities, Table No. 30 is presented. Here the relative standing of Detroit, Boston, a group of smaller cities, called "other cities," Butte, and Salt Lake City, are placed side by side for each of the four subjects. These results are absolutely comparable, and show the Salt Lake City schools to stand well ahead in all grades in addition and multiplication, in two grades in subtraction, and in two grades in division. Nowhere are the Salt Lake City schools more than .7 of one score behind the best. Figure 25 presents the data graphically, and by following the dotted line across from each of the grades it will be seen that in many cases Salt Lake City is from one-half to a full grade ahead of other cities, rarely being surpassed by any except Butte.

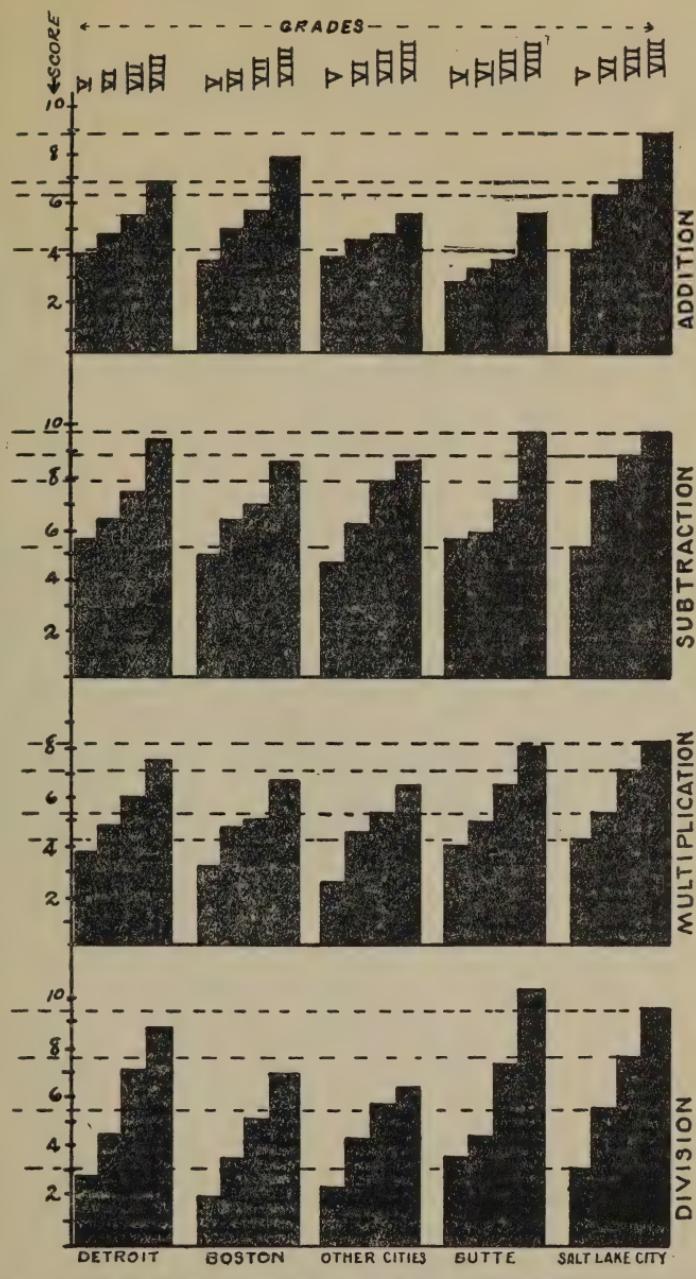


Fig. 25. Standing of the Children of Salt Lake City in the Fundamentals of Arithmetic, Judged by the Median Score Attained by Each Grade.
(Courtis Standard Tests.)

A graphic illustration, fully typical of the results in this table, is shown in Figure 26, where Salt Lake is compared with Detroit, and the twenty Indiana cities in respect to accuracy in addition.

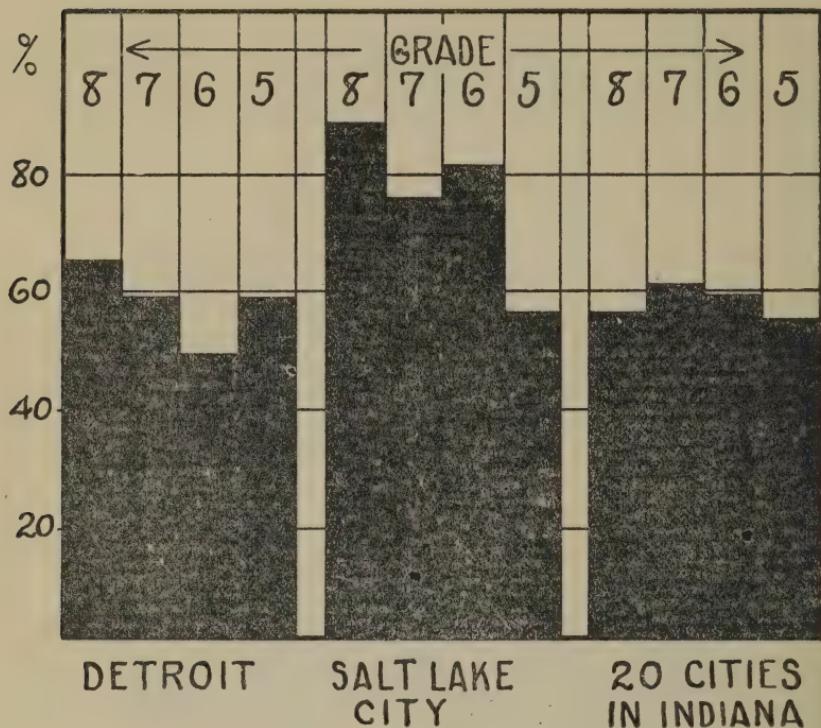


Fig. 26. Relative Accuracy in Addition.

It is clear then that Salt Lake City, as compared with other cities, is achieving nothing short of excellent results in the fundamentals of arithmetic, and that not only with respect to the number of examples worked in a given amount of time, that is, speed, but also in respect to the degree of accuracy with which this work is done.

Where reasoning is involved, the test is not only one of correct use of number combinations, but also one of analyzing simple arithmetical problems. In this test the children of Salt Lake City again rank high.

TABLE NO. 35.

**Showing the Average Score Attained by Classes in the Various Schools
in the Reasoning Test in Arithmetic.**

(Stone Test.)

SCHOOL	GRADE			
	VIII	VII	VI	V
Total for City.....	10.5	8.6	6.4	3.7
Forest	9.3	10.6	6.6	2.9
Grant .....	....	7.7	7.4	4.6
Hamilton .....	....	8.2	5.4	4.6
Lafayette	11.7	8.3	6.5	4.0
Lincoln .....	....	10.8	4.1	2.2
Lowell	10.6	8.6	7.4	4.8
Onequa	9.1	9.5	6.2	3.2
Oquirrh .....	....	8.9	7.6	4.6
Riverside	9.7	7.6	5.3	3.3
Sumner .....	....	10.0	6.2	4.4
Training	9.0	7.8	4.8	4.4
Wasatch .....	....	8.0	7.2	3.4
Webster	10.2	10.4	5.9	4.1
Whittier	14.5	....	7.0	5.5

From these results it is clear that the schools of this city rank high in the ability of their children to reason.

A final word may be said about the use of standard tests. First, we desire to commend the use the supervisors and principals have been making of these modern educational tools. Teachers should become familiar with such scales and tests as have been used here, not with how they were made, but with how to use them. The teacher who is able to measure her own product, or to have it measured by the supervisor, will develop confidence in her methods or discover reasons for changing them.

As an instrument in supervision, tests are indispensable. Of course testing can never displace constructive helpful criticism, but standardized tests furnish a rational basis for such criticism, without which the best supervision is handicapped. So far as observed they are being properly used by the principals and supervisors, but they may even go further in displacing the ordinary form of school examination.

One important aid which the teachers have is the free text book system maintained by the city, and the freedom which the city enjoys in the selection of the books to be used. Fortunately, the State of Utah has had the good sense to exempt the city from following the uniform series of text books adopted for its district schools, and the

city has made excellent use of the exemption. The books supplied are both varied in character and excellent in quality.

The system in use for promotion to the high schools depending in part, as it does, upon the records made by children in formal examination, makes testing an exceedingly important part of the supervisor's duty. In any promotion system involving set examinations the danger is that the examination will loom large in the minds of children and teachers, and that chief attention will be centered upon the more formal portions of the work. Even though examination results count only one-third, the members of the survey are not in favor of this phase of Salt Lake City's promotion scheme. They believe in examinations, both oral and written, as teaching exercises, but not as tests of fitness for promotion. The inevitable tendency of such examinations is to narrow instruction. If examinations are to be employed as elements in the promotion of pupils from grade to grade, those of the type used in the Salt Lake City schools are as free from objection as any that could be devised.

It was not possible in the time available to observe a class exercise in every school room of the city, but enough work was seen to afford a safe basis for opinion. Fully 300 class exercises were observed by the members of the survey,—some in full, and all for a sufficient length of time to catch the method and spirit of the work.

The attainments of the children in reading, spelling, writing, arithmetic, and composition, as measured by the standard tests employed are seen to compare favorably with those of children of like grades in other cities where the same standards have been applied.

As shown by standard tests and verified by observation of regular class work, the results are good.

The plan now under way in Salt Lake City, by which grades seven, eight, and nine are organized departmentally as the Junior high school, is in line with progressive practice elsewhere.

The organization calls ultimately for three grades, the seventh, the eighth and, as pupils of the two grades below accomplish work which calls for high school credits, the ninth. A good beginning has been made, and the plan merits full development. It seems to the survey, however, that instead of scattering units of the organization throughout the city it would be far better, both financially and educationally, to bring the pupils of Junior high school grades together in large numbers. Since the schools throughout the city are now so crowded that rooms not intended for school use are being utilized as class rooms, it is evident that new buildings must be erected to relieve the congestion. The needed relief should be provided by erecting four or five new buildings expressly for the Junior high school work, leaving existing buildings for the use of grades one to six.

The Junior high school scheme, when fully developed, should provide at least four courses at each center. One strongly academic has now been well worked out. Another tending toward the commercial has been begun. Another in practical arts for boys is needed, and still another in practical arts for girls. Both of these should include agriculture as an optional subject. It should be possible for a boy or girl who has taken any one of the courses to enter the Senior high school, if circumstances are such as to make a longer period of schooling possible.

Sewing and garment making for girls already receive attention, but not enough time is given to the work to make it of high vocational value. Some specialization should be open to girls who will not pursue their education beyond the Junior high school. This is true also of domestic science. In the good beginning thus far made in teaching these subjects the schools are rendering a far-reaching social service.

The high schools have been of the progressive class, and they are now able, without at all disturbing their organization, to receive pupils from the new Junior high school courses of the modern varied type and carry them forward along the lines of work started in the seventh grade. For this reason the high school situation has not seemed to call for much attention in the survey.

One marked characteristic of the Salt Lake City school system that impressed the members of the survey in their visits to class rooms was the cheerful, optimistic tone of the teachers. No burden seemed too great, no work so hard as to cause complaint. The fine professional attitude of the teaching force deserves the highest commendation. As might be expected this attitude is reflected in the attitude of the children toward the school. Repression was nowhere in evidence, nor was any needed. The children were free and natural in their movements, yet there was no disorder.

In the Salt Lake City school system the principal's position is one of dignity and authority. He is the head of the school in supervision, as well as in administration. All directions to teachers given by the superintendent or by supervisors acting for him are given either through the principal or with his full understanding. His range of observation is more limited than theirs, since his work is confined to a single school. He needs to avail himself of the wider view of the supervisors who see the entire field, in order to make the work of his school harmonize in essentials with the general policy of the administration.

There is a wide range for variation within this field, and each principal is expected to make definite contributions toward the improvement of the service. He knows that if he wishes to try some plan

which he thinks will work better than the customary one he will have full liberty to make trial of it, providing after explanation it does not appear to the superintendent to be contrary to the general policy of the schools. Not only does the principal have liberty to try new things; he is definitely encouraged to seek paths leading away from the beaten track of routine for in this direction lies growth.

The principals' salary-schedule puts a premium upon this very thing by basing increase above a certain minimum upon university work. In consequence many of the principals have taken a college degree, some at the agricultural college and some at the state university. They seem to the survey staff to be well poised, self-respecting, and capable. It was the general feeling among the members that they had seldom if ever seen greater professional zeal on the part of principals in devising ways to improve their schools, both in matters of detail and in those larger phases of a school's life which affect life of the community and influence its ideals.

COMMENTS ON THE SURVEY.

The foregoing extracts are taken almost entirely from the portions contributed by Dr. Cubberley, Superintendent Van Sickle, and Professor Sears.

The unity of thought has been preserved throughout, although the order of several paragraphs has been slightly changed.

Although Dr. Cubberley appears in the text merely as a joint author, the whole plan of procedure, the details of operation, and the responsibility for commendations, criticisms and recommendations rest upon him, and in his prefatory word he freely assumes this responsibility.

In Chapters VI and VII of the Survey, Superintendent Jas. H. Van Sickle has given us in interesting form the benefit of the observations and conclusions of an expert teacher and successful school administrative officer. In his first chapter Dr. Van Sickle directs his attention to the courses of study, and in his second to instruction and supervision. Extracts from his part of the report are found on preceding pages. His observations bear the impress of the keen and discriminating practical educator. He has not hesitated to commend where commendation is deserved, and his frank criticisms, all constructive in character, are sound and well supported. His contribution will long continue to be a source of inspiration and guidance to the teacher and principal, and to all others in our system who are engaged in supervisory and administrative work.

In Chapter VIII Professor Sears, in sixty pages of carefully arranged subject matter, discusses the quality of instruction in our

schools. He devotes his attention chiefly to grammar grades, although some attention is given to third and fourth grade work.

Perhaps to the citizen at large this will be considered the most important chapter in the Survey as he is wont to regard the public school as an institution established and maintained for the express purpose of giving to children the rudiments of learning as embraced in the common branches, particularly the three R's. To him the report of the Survey Staff should be a source of keenest satisfaction as Professor Sears summarizes his findings in these words: "Salt Lake City ranks high among cities of her class, in each of the five studies in which tests were given." These subjects are reading, writing, spelling, composition, and arithmetic. Business and professional men, too, will undoubtedly be interested in noting the results of the tests in the common branches.

Professor Sears did not fail to make good use of the opportunity he had in dealing with definite figures and facts. In his numerous tables gathered from thousands of children he saw more than high averages, significant and complimentary though they are. With keen and discerning insight, he has read from the tables the story of the classroom work with surprising accuracy. His observations are pertinent, his criticisms constructive, and his recommendations sound.

Perhaps there is no more significant feature of Professor Sears' comments than his constant and consistent appeal for more individual teaching, a need which the variations from averages and medians bring forcefully to his notice. He says: "With such extremes of abilities in a class, some children may dawdle their time away, while others are being overworked. It should be remembered that dawdling is not mere resting, or waiting. On the contrary, it is a constructive, part of the child's training, which is developing for him slovenly, half-hearted habits of work." Here, again, have we added reasons for more ungraded rooms and an increased number of expert teachers for such rooms.

Notwithstanding the fact that Professor Sears must from the nature of the case base his discussion on concrete examples coming from one locality, his treatment of the subject is so fundamentally sound and scholarly as to make his chapter a distinct contribution to pedagogical literature.

On previous pages I have quoted quite extensively from this chapter. These extracts are intended, however, to show primarily local conditions, and consequently the abstract discussion has not been included to any marked extent.

In Chapter X, Dr. Terman discusses the school plant in language that is terse and quite free from any suggestion of ambiguity. In our school buildings he sees little or nothing to commend and much to condemn. While the treatment is partly negative and some of the

comment may seem rather caustic, a careful study of the chapter brings with it the inevitable conclusion that the author is an expert in the field of school sanitation and school architecture. It is to be regretted that the nature of the subject and the absence of definite records bearing on it precluded the use of tables that would enable the Board to compare conditions here with those elsewhere. While such information would not help to ameliorate our condition, it might bring to us the comforting thought that the problem of adequate and suitable school buildings is not entirely a local one.

Differences of opinion on some of the minor details relating to inside arrangement of the school house with reference to dimensions of corridors, the location and plans of cloak rooms, etc., may consistently arise, but when these points have been noted, it must be admitted that on the larger questions involved—those that deal with the lighting, heating, and ventilating of school buildings, and affect directly and vitally the child's physical well-being, Professor Terman's position is tenable, and his recommendations are both sound and practicable. That future buildings should conform to Professor Terman's views in all essential respects, there can be little doubt. If so, his services have been of great value.

Chapter XI dealing with health supervision, and Chapter XII with physical education and playground activities, were both contributed by Professor Terman, and again the mark of the expert and scholar is manifest. Unfortunately, financial limitations check the move looking to better and more extensive health supervision. The cost of an organization in this department commensurate with the need, is for the present prohibitive. Constructive and helpful criticism of our work in the department of physical education has been offered with characteristic frankness. Here again we derive substantial benefit.

It is interesting to note that almost without exception principals have discussed in their reports—and in a thoroughly illuminating and thoughtful manner—the subject of retardation and the "overage" problem. This it will be borne in mind was done before the close of schools in June and consequently before the principals had any knowledge of the prominence that would be given to this subject in the Survey, which had just been completed. A comparison of their observations with those made by Mr. Williams in the Survey is not without interest. By means of compilations based on his accurately secured and carefully tabulated information, Mr. Williams reports actual conditions as they obtain in the system and then proceeds to tell how, in his judgment, we can best and most effectively attack this problem. The principal reports his findings, obtained perhaps in less scientific manner, but evidently with reasonable accuracy, and then he explains his partly futile though intelligently directed efforts to handle the problem.

For several years the Board has maintained at a higher per capita cost for instruction than at either high school, a center known as the Atypical School for the benefit of the extreme cases of retardation. Practically all of these cases are on the unfortunate side of the borderline and perhaps a majority belong to the feeble-minded group. This school, located in the old Twelfth Building, was established originally for two purposes: (a) To furnish a laboratory where a psychologist with the aid of well-trained teachers might study and group the pupils on the basis of data obtained from careful observation and scientific experiment; and to give to the educable ones such instruction as might at least temporarily satisfy their needs; and (b) to give to those citizens interested and to those in whom an interest might be aroused concrete proof of the pressing need of a state institution for the feeble-minded. Of course, it was intended to contribute incidentally by means of suitable handwork and recreative activities to the immediate pleasure and perchance permanent profit of the cases which we have recognized from the first as practically beyond the reach of the public school. In the first aim fair results have attended the efforts of the capable and devoted principal and teachers, but on the second point less can be said, at least for the present. While considerable interest has been manifested in the great unsolved problem that relates to the proper care of the feeble-minded, and an active propaganda for a state institution for them has been put forth by the Parent-Teachers League and by various clubs and civic organizations, as yet no tangible results seem near at hand. Under the circumstances and in view of the prospective reduction in school revenues when the new law goes into operation, I am at a loss to see what the Board can do for the unfortunate, feeble-minded child. Even with the rather lavish expenditure of money—relatively speaking, of course—that the Board of Education has so generously bestowed upon him for several years past, his accrued benefit is, it seems to me, all but a negligible quantity. By that, I mean that any effort to give the feeble-minded child a training largely or even partly academic in nature, having in mind his increased usefulness either to himself or to the community, is and must be futile. It is not training that he needs but custodian care and guidance; and that reduces him at once and irrevocably to an institutional case whether the institution be city or state.

Mr. William says:

Although there is reason to believe that the average intelligence among the population of Salt Lake City may be slightly above that of the average city, on account of the freedom from slums, etc., yet the number of feeble-minded children in the city cannot be much below 3 per cent of the school enrollment.

We may be reasonably certain that there are not less than 600 chil-

dren in the public schools who are mentally retarded to such a degree that no amount of teaching can ever make them normal.

It is my personal opinion that the number is not in excess of 600. I had approximated it at 450. If we cannot appreciably help these except at prohibitive cost, and if the Board is not prepared financially to give them custodian guardianship even if it had the authority, may not the question as to the justification of expending more money at present where appreciable returns are so improbable, be open to grave doubt?

Mr. Williams' slight misconception of the purpose of our ungraded room and of the Twelfth School, which we have designated as Atypical merely to take away any opprobrium that a more offensive title might throw upon it, is due probably, to a difference in terminology. The word "ungraded" has recently come into quite general use and among school people it does not carry a uniform meaning.

Eliminating the feeble-minded from consideration, our system should maintain in addition to the regular classroom—and in this Mr. Williams concurs—two special types of classrooms. One type should provide for the backward children that do not admit of classification into the regular grades. A separate building, centrally located and specially constructed and also separate rooms in some of the schools, with one teacher for every 12 or 15 children, is, of course, the ideal scheme. The cost seems to preclude, however, just at this moment, the serious consideration of this Utopian plan. The scheme is not only feasible under more favorable financial conditions, but it should in the not too distant future be realized.

The other type of special room, one of which should be found in every building having more than ten teachers, should provide a place for individual instruction under an expert teacher for all classes of children to be found in the regular rooms. Here the rights of the precocious should be respected quite as much as those of the normal and the slower ones.

Our present system of ungraded rooms, which Mr. Williams prefers to call the Batavia plan, has to a great extent filled this place. During the last year or two, however, it has been necessary to reduce and to modify in a measure the original plan and purpose and method of operation.

While there may be some ground to differ with Mr. Williams as to the age basis for the classification of children into the normal, accelerated, and retarded groups, excepting for purposes of comparison, it must be admitted that we have in this question as it relates to retardation (even on a more liberal and to me a more consistent basis of classification) a problem that challenges our best thought

and our most painstaking efforts, and in his expert treatment of the subject Mr. Williams has rendered substantial assistance.

Dr. Cubberley contributes the first five chapters covering seventy pages and also Chapter XIII, which deals with the financial problem. The appendix containing the proposed school law was likewise prepared by Dr. Cubberley. In Chapter I, he presents some interesting facts about our city under the caption, "The problem before us." In Chapter II he discusses the school organization (a) as it is, and (b) as it should be.

Separated though they are in their positions in the Survey, Chapters I and XIII link themselves closely together. The former presents the problem; the latter shows the financial difficulties, almost insurmountable in nature at present, to be encountered in its solution.

The problem resolves itself into three distinct parts—(a) the number of children to be educated, (b) the type of children to be educated, and (c) the educational needs of the children. The first is largely a business problem, the last two are educational. Our concern for the moment will be with the business aspects of the question.

As fundamental, the Survey sets out:

I. That of the entire population of Salt Lake City an exceptionally large percentage consists of children between 5 and 15 years of age, the figures used for convenience of comparison with other cities. In a list of seventeen western cities but one, Ogden, Utah, exceeds Salt Lake. In Ogden 20% of the population is between 5 and 15, while in Salt Lake it is 18.5%, San Francisco has 11.9%, the United States as a whole 17.4%.

II. That, based on the real valuation of property, the per capita wealth in Salt Lake is high. In a list of twenty-six cities taken from all parts of the United States, Salt Lake City is shown to have the highest per capita wealth; namely, \$1,683.52, while the average for the entire list is \$1,038.94, and the median \$954.96. On the present assessed valuation of property, our per capita wealth is only \$589.23.

Dr. Cubberley concludes that while the problem is big, Salt Lake City is able financially to cope with the situation.

The significance of the first point is shown graphically in Figure 3 of the Survey. The excess in school enrollment in Salt Lake over an equal population in Portland is shown to be approximately as follows: first grade 550; second grade 450; third grade 1,100; fourth grade 800; fifth grade 800; sixth grade 500; seventh grade 525; eighth grade 450; and high school 650, a total of 5,825. This means that because of her larger school population Salt Lake must expend in school buildings about \$800,000 more than a population of equal number in a city of the type of Portland; and for salaries of teachers, an additional yearly sum of \$150,000. The magnitude of the problem is at once apparent.

Among sixteen western cities Salt Lake holds 13th place in expenditures for city maintenance, i. e., 12 spend more than Salt Lake. Of each dollar spent 39.1 cents go to the schools. While the percentage thus used appears large ,such in reality is not the case "for all items of city maintenance in Salt Lake City are low. In other words, it is a very economically administered city." Among these sixteen western cities our city seems to hold fifth highest place in per capita expenditure for schools, as taken from U. S. Bureau's report 1912-1913. This again, Dr. Cubberley points out, is "misleading for the reason that they fail entirely to take account of the high percentage of school children in the entire population." "To get a real basis for comparing school costs" we must "reduce all per capita costs for schools to what it costs per capita for each one per cent of the school population." This adjustment made, we find our city in the table of equivalents to have dropped to second lowest place in the list of sixteen. Salt Lake is here shown to spent \$.36 "for each one per cent of children in the population." It develops now that this is 9 cents below the average of 45 cents for the group and 7 cents below the median of 43 cents. As "the cities which are caring properly for their children are those which are spending more than these amounts" our duty becomes evident and our problem is reduced to plain figures. Reverting to our "actual cost per capita" \$6.71, and noting the "desirable cost per capita" to be \$7.96, we find a minus quantity or "deficit" of \$1.25 per capita against us, "merely to put the city in a middle position in the matter of annual school maintenance." "This would mean that the city should raise and expend on maintenance alone \$137,500 more than it now does," but an increased annual "expenditure for maintenance of approximately \$200,000 a year "is necessary if we would rank with the more liberal western cities."

Now if this added revenue must come to place Salt Lake in her proper rank even as an average city in the western group, the question follows in logical sequence: Would the increase in tax necessary to produce this revenue be an unparalleled burden on the taxpayer? Dr. Cubberley answers this question by saying that such should not be the case as "it is here that the large per capita wealth of Salt Lake tells." He adds, "It is very evident that Salt Lake City can afford large families."

But here Dr. Cubberley discovers what the Board long since has known to be an embarrassing reality—the revenue for maintenance purposes under the present law is insufficient, and the new revenue law which goes into effect in January, 1916, under which the funds for 1916-1917 must be derived, fails to give hope for better things. The significant observation is made: "With a tax rate for maintenance already wholly inadequate, and the new rate reduced in proportion to

the expected increase in valuations, just what the schools of Salt Lake City are to do in the immediate future is rather hard to see."

For the year 1915-1916 adjustments have already been made. The kindergarten teaching force will be reduced from 26 to 12 or 13, the number of pupils per teacher all along the line will probably be raised to avoid the necessity of adding teachers to care for the increase in school population, library and reference books will be eliminated from the list of purchases and the amount spent for text books and school supplies will be kept at the lowest possible figure. And the Board of Education has taken the precaution that will enable it to shorten the term two weeks should the necessity arise. This, however, would be a most unfortunate alternative in view of the fact that our teachers are already paid less than teachers receive in most other cities (See Table No. 10, p. 55, Survey), and our per capita cost of instruction based on the average daily attendance places us within one of the bottom of the list of sixteen cities.

It is to be regretted that the intrenchment must make itself felt at some of the most vital points in the school organization. But dire necessity seems to have left little choice. With the same rigid economy in departments other than instruction, it is hoped that the stringency will not be of long duration.

Concerning the condition and the remedy Dr. Cubberley says: "The trouble, however, does not lie with the people of Salt Lake City. They are willing enough to educate their children properly. It is the people of Utah, as represented in the state legislature who stand in the way. This is done by imposing a maintenance tax limit so small as to make really good schools for the future entirely out of the question.

"That the people of Salt Lake City are able to pay a much larger local school tax for maintenance has been shown. That they must provide from 25 per cent to 50 per cent more schools and teachers than the average western city has also been shown. That the people are willing to pay more is confidently believed. Such being the case, the legislature ought to enlarge materially the local tax permitted to be levied. Under the new assessment law a tax of at least 4 mills, clearly for maintenance, should be provided, and if interest and sinking funds are to continue to be paid from this, the rate should be 5 mills. In but few cities are bond interest and sinking funds required to be paid from the annual maintenance rates. It would be better to shift these items to the building tax, leaving the maintenance fund clear for school support.

"With the many pressing building needs, both for new buildings to keep up with the growth of the city and for the alteration and gradual replacement of rooms not now fit for use as school rooms, as

is pointed out at some length in Chapter X, an annual building tax of $2\frac{1}{2}$ or 3 mills, under the new assessment basis, is not too high. Salt Lake City needs many new school rooms, and so far as possible these ought to be paid for as built. In a city as wealthy as this one the annual interest charge on bonds ought not to be increased where it can be avoided. The city's interest bill is relatively high now.

"There can of course be no relief from present conditions until the legislature gives the city larger freedom to spend what it has in its own pockets, and is willing to spend if permitted to do so. The enactment of a new governing school law, embodying the main lines of the law suggested in the Appendix to this report, would solve the difficulty entirely and enable the city's educational system to advance to the place it ought by right to occupy.

"But one question of a financial nature still remains to be considered, and that is are the present expenditures properly proportioned?

"Excepting for text-books and supplies, Salt Lake City's distribution of expenditures follows closely the average for the sixteen cities, and is also close to the median. The higher percentage for text-books and supplies comes from the free text-books supplied by the city.

"For the next two years until some adequate legislative relief can be obtained, it is important that the Board of Education devote as large a proportion of its funds as is possible to the first three items of the table, (administration, supervision and teachers). All repairs which the educational department does not certify as absolutely necessary should wait, and all expenses not necessary for instruction should be curtailed."

At this point it is to be regretted that the Survey does not outline in greater detail the policy of retrenchment which it is admitted the Board of Education must adopt.

'With the new law in operation and with the prospective assessed valuation of property at hand, this department will be in a better position to discuss the question of school revenues as the close of the year 1915-1916 approaches.

While the school law proposed in the Appendix has many splendid points in it, experience shows that the present plan of electing two board members from each of the five precincts operates quite satisfactorily.

The School Survey closes with this significant sentence:

"The people of Salt Lake City as a body scarcely realize how inadequately their schools are supported, or what a handicap they labor under by reason of the restrictions laid upon them by the laws of the state."

SCHOOL BUILDINGS.

In the building situation no material change takes place from year to year, excepting that the need for more room, always pressing, sometimes is more urgent than at others. The substantial growth in the city brings with it a heavy increase in school population and the trend of the population to the southeastern part of the city continues to be quite marked. The percentage of increase in this section of the city is much greater than in any other part or in the city as a whole.

At the opening of school 1915-1916 the Uintah, located at 10th South and 15th East, will be ready. At the beginning of the second semester the Douglas, at 7th South and 13th East, will be occupied. The former has thirteen regular class rooms, a domestic science room and an assembly room that will seat about 500. The Uintah was built for \$110,000. It is situated on a five-acre tract of ground which cost \$16,000. The Douglas has thirteen class rooms, a good manual training room with an adjoining basement storeroom and a domestic science room. It cost \$90,000 and is located on a three-and-a-half acre tract which was purchased for \$11,000.

While these two school houses will give substantial aid, the former to the Emerson and the latter to the high school, the Hamilton, the Webster, and the Training, another need has grown more pressing as time passes. The district adjoining the east side of State Street and lying south of 5th South is divided between the Sumner at one end and the Whittier at the other. These schools are located on 3rd East, the former between 6th and 7th South and the latter near 11th South. Bearing in mind that it is eight city blocks between 9th South and 11th South, it will be noted that the distance between the buildings is nearly one and one-half miles. Each school is over-crowded. At the Sumner it will be necessary next year to accommodate from 150 to 200 in portable buildings, without relief to the basement rooms condemned by the Survey Staff, and at the Whittier School particularly the entire old Waterloo building located on the ground will be reoccupied. The need, therefore, of at least a twelve-room building is evident. The location of Liberty Park and its extensive area preclude the consideration of a site east of 5th East. Its position should, therefore, be near 4th East about midway between 9th and 10th South. At least a five-acre tract should be obtained at the earliest possible date and the building should be ready for use at the opening of school in September 1916.

At the Forest School two portable buildings must be used next year. The old two-room structure located on Simpson Street and discarded some years ago must accommodate three groups of children, and several undesirable basement rooms in the main building are now

occupied. Eliminating the basement rooms from consideration, there are at the Forest nearly 300 children in excess of the normal capacity of the main building. Two methods of relief may be provided.

A new building near the present site may be constructed and the boundaries extended north to relieve the Hawthorne and the Emerson, or the second unit to the Hawthorne may be erected. The latter plan is, in my opinion, the better, although it will not remove permanently the necessity for another building in the near future in the rapidly growing Forest district.

Highland Park, too, is entitled to early consideration. Over fifty children from this section are now compelled to go to distantly located schools, chiefly the Irving and the Forest. I recommend that a good site somewhere near the geographical center of Highland Park be purchased at once. A portable building would perhaps serve the purpose for a time, but within three or four years a modern school house should be built there.

While a suitable auditorium at the West high school large enough for at least 1,500 students cannot be considered an absolute necessity, the usefulness and the advantage of an auditorium commensurate in size with the needs of the school to promote the best purposes for which a high school is instituted are so potent, and the present condition is so serious in its handicap to school activities, as to render the need all but a necessity.

I have listed the new buildings in the order in which they should be considered.

Reports from heads of departments and extracts from principals' reports appear on the following pages, and likewise summaries of attendance and other valuable statistical information. Some of the tables are cumulative in nature, representing carefully prepared information for the present year and for each preceding year since the consolidation of the schools in 1890. Much interesting history of the school system is thus given in figures and may be read with little effort.

Reports of supervisors cover in interesting form the work of the year in their respective departments, while the extracts from principals' reports give their viewpoint on some of our most vital problems. All of these are well worth reading.

Respectfully submitted,

D. H. CHRISTENSEN,
Superintendent of Schools.

SUMMARIES OF ATTENDANCE.

Number of pupils enrolled by original entry each month:

	Boys	Girls	Total
First month	10,125	10,260	20,385
Second month	317	268	585
Third month	183	149	332
Fourth month	116	111	227
Fifth month	148	164	312
Sixth month	147	179	326
Seventh month	83	94	177
Eighth month	108	87	195
Ninth month	36	53	89
Tenth month	3	4	7
 Total	11,266	11,369	22,635

CLASSIFICATION OF PUPILS.**Kindergarten.**

	1913-1914	1914-1915
Total enrollment	1,337	1,351

Elementary Schools.

First grade	3,857	3,918
Second grade	2,813	2,671
Third grade	2,657	2,802
Fourth grade	2,503	2,528
Fifth grade	2,059	2,316
Sixth grade	2,002	1,911
Seventh grade	1,511	1,616
Eighth grade	1,231	1,243
Ungraded	114	108
 Total	18,747	19,113

High Schools.

First year	787	858
Second year	454	624
Third year	359	392
Fourth year	221	277
Special courses	15	20
 Total	1,836	2,171
 Total for all departments.....	21,920	22,635

AVERAGE NUMBER OF PUPILS BELONGING.

	1913-1914	1914-1915
Kindergarten	747.1	828.7
First grade	2,773.9	2,904.3
Second grade	2,318.0	2,192.2
Third Grade	2,290.3	2,419.2
Fourth grade	2,190.4	2,242.7
Fifth grade	1,863.5	2,045.4
Sixth grade	1,781.4	1,782.7
Seventh grade	1,422.6	1,543.6
Eighth grade	1,222.2	1,250.9
Ungraded	88.1	94.4
High school	1,600.6	1,889.8
Total	18,298.1	19,193.9

AVERAGE NUMBER OF PUPILS IN DAILY ATTENDANCE.

	1913-1914	1914-1915
Total for all departments.....	17,443.7	18,367.1

PER CENT OF PUPILS IN DAILY ATTENDANCE BASED UPON AVERAGE NUMBER BELONGING.

	1913-1914	1914-1915
Total for all departments.....	95.3	95.6

PER CENT OF PUPILS IN DAILY ATTENDANCE BASED UPON AVERAGE NUMBER ENROLLED.

	1913-1914	1914-1915
Total for all departments.....	89.8	91.1

WITHDRAWALS AND RE-ENTRIES BY TRANSFER.

	With- drawn	Re-en- tered
First month	103	100
Second month	376	355
Third month	304	282
Fourth month	153	158
Fifth month	161	153
Sixth month	268	252
Seventh month	185	174
Eighth month	238	215
Ninth month	131	132
Tenth month	21	17
Total	1,940	1,838

WITHDRAWALS FROM OTHER CAUSES AND RE-ENTRIES.

	With- drawn	Re-en- tered
First month	464	..
Second month	844	167
Third month	910	303
Fourth month	864	398
Fifth month	773	653
Sixth month	857	371
Seventh month	905	471
Eighth month	990	556
Ninth month	966	472
Tenth month	517	306
Total	8,090	3,697

PROMOTIONS MADE AT CLOSE OF FIRST SEMESTER

	Promotions	Special Promotions	Retentions	Repeated Retentions
A First to B First	2,081	8	467	29
B First to A Second	576	13	120	24
A Second to B Second.....	1,484	13	93	5
B Second to A Third	752	2	29	10
A Third to B Third.....	1,494	14	91	12
B Third to A Fourth	884	5	47	9
A Fourth to B Fourth.....	1,345	6	74	2
B Fourth to A Fifth.....	795	11	37	2
A Fifth to B Fifth	1,193	5	56	2
B Fifth to A Sixth.....	828	8	27	3
A Sixth to B Sixth.....	1,033	8	38	...
B Sixth to A Seventh....	641	...	31	...
A Seventh to B Seventh..	984	1	45	...
B Seventh to A Eighth....	385	10	18	...
A Eighth to B Eighth....	938	24	22	...
B Eighth to A Ninth....	75	...	5	...
B Eighth to High School..	100	....	....	...
Totals	15,588	128	1,323	98

PROMOTIONS MADE AT CLOSE OF SECOND SEMESTER

	Promotions	Special Promotions	Retentions	Repeated Retentions
A First to B First.....	358	2	72	92
B First to A Second.....	1,675	27	263	18
A Second to B Second.....	591	33	79	4
B Second to A Third.....	1,316	8	116	5
A Third to B Third	710	15	84	10
B Third to A Fourth	1,423	33	121	4
A Fourth to B Fourth	837	11	85	9
B Fourth to A Fifth.....	1,208	18	113	4
A Fifth to B Fifth.....	731	5	71	1
B Fifth to A Sixth	1,093	15	81	...
A Sixth to B Sixth.....	739	2	53	1
B Sixth to A Seventh	937	57	91	1
A Seventh to B Seventh.....	465	56	57	1
B Seventh to A Eighth.....	853	69	81	...
A Eighth to B Eighth	275	5	65	...
B Eighth to High School...	1,073	13	57	...
Totals	14,284	369	1,489	150

MONTHLY RECAPITULATION OF SCHOOL STATISTICS

	Original Entries	Transfer Entries	Re-entries	Withdrewn by Transfer	Withdrewn by other causes	Total Enrollment
First month ...	20,385	100	...	103	464	20,485
Second month ..	585	355	167	376	844	21,025
Third month ..	332	282	303	304	910	20,722
Fourth month..	227	158	398	153	864	20,291
Fifth month...	312	153	653	161	773	20,392
Sixth month...	326	252	371	268	857	20,407
Seventh month.	177	174	471	185	905	20,104
Eighth month..	195	215	556	238	990	19,980
Ninth month..	89	132	472	131	966	19,445
Tenth month..	7	17	306	21	517	18,678
Totals....	22,635	1,838	3,697	1,940	8,090	*20,152

*Average.

NUMBER OF TEACHERS

(a) By Schools.

SCHOOL	TEACHERS		PRINCIPALS		TOTALS	
	Men	Women	Men	Women	Men	Women
Bonneville		3	1	.....	1	3
Bryant		9	1	.....	1	9
Emerson		29	.....	1	.....	30
Ensign		12	.....	1	.....	13
Forest		16	.....	1	.....	17
Franklin		17	1	.....	1	17
Fremont		10	1	.....	1	10
Grant		24	1	.....	1	24
Hamilton		19	1	.....	1	19
Hawthorne		15	.....	1	.....	16
Irving		9	.....	1	.....	10
Jackson	1	25	1	.....	2	25
Jefferson	1	22	1	.....	2	22
Lafayette		23	1	.....	1	23
Lincoln		13	.....	1	.....	14
Longfellow		11	.....	1	.....	12
Lowell		18	1	.....	1	18
Monroe	1	10	1	.....	2	10
Onequa	1	15	1	.....	2	15
Oquirrh		23	1	.....	1	23
Poplar Grove	1	12	1	.....	2	12
Riverside		23	1	.....	1	23
Sumner	1	21	1	.....	2	21
Training		10	1	.....	1	10
Twelfth		5	1	.....	1	5
Wasatch		22	.....	1	.....	23
Washington	1	19	1	.....	2	19
Webster		22	1	.....	1	22
Whittier		20	1	.....	1	20
East Junior High	1	11	.....	.....	1	11
East High	12	27	2	.....	14	27
West High	15	30	1	.....	16	30
Manual Training Dept..	10	2	.....	.....	10	2
Domestic Science Dept.	.....	11	.....	.....	.....	11
Supervisors & Directors	5	3	.....	.....	5	3
Totals	50	561	24	8	74	569

(b) By Departments.

	Men	Women	Total
Teachers in kindergarten.....	25	25	
Teachers in primary grades (1-4).....	262	262	
Teachers in grammar grades (5-8).....	8	196	204
Teachers in high school	27	57	84
Teachers of subnormal children.....		5	5
Principals	24	8	32
Special Teachers—			
Supervisor of primary department.....	1	1	
Supervisor of grammar department.....	1	1	
Supervisor of music	1	1	
Supervisor of physical education.....	1	1	
Assistant in physical education dept.....	1	1	
Director of hand work		1	1
Supervisor of manual training	1	1	
Director of sewing and cooking.....		1	1
Instructor in manual training	10	2	12
Instructors in domestic science.....		11	11
Totals	74	569	643

GENERAL STATISTICAL SUMMARY.

*Population of the city.....	100,000
Legal school age.....	6-18
School census for July, 1913.....	24,492
School census for July, 1914.....	25,620
Increase	1,128
Number of pupils enrolled in the public schools.....	22,635
Increase over last year.....	715
Per cent of school population enrolled in the public schools	88.3
Per cent of school population not enrolled in the public schools	11.7
Number of days schools were in actual session.....	182
Number of days schools were in actual session last year.....	182½
Number of teachers, principals, and supervisors, including the training school.....	645
Number of teachers in elementary schools, including kindergarten, manual training and domestic science.....	521
Number of high school teachers.....	84
Average number of pupils belonging for the year.....	19,193.9
Largest monthly average number belonging (2nd month)	19,819.7
Average daily attendance for the year.....	18,367.1
Largest monthly attendance (1st month).....	19,095.0

*Estimated.

Average per cent of attendance for the year, based on number belonging	95.6
Average per cent of attendance for the year, based on enrollment	91.1
Highest monthly percentage of attendance (1st month).....	97.1
Number of pupils enrolled by original entry during the first month	20,385
Number of pupils enrolled by original entry all the rest of the year	2,250
Number of colored pupils enrolled by original entry.....	72
Average number of pupils per teacher (1-8 grade) based on average number belonging, including special teachers..	33.3
Average number of pupils per teacher (1-8 grade) based on average number belonging, not including special teachers ..	34.9
Average number of pupils per teacher, high school department	22.3
Number of pupils remaining in school at the close of the year	18,140
Per cent of entire enrollment remaining at the close of the year	80.1
Per cent of entire enrollment remaining at the close of last year	78.9
Number of pupils promoted to high school.....	1,186
Number of pupils graduated from high school, four year courses	169
Number graduated from commercial department of the high school, three-year course.....	39
Number of pupils not absent nor tardy during the year.....	1,798
Number of visits by patrons.....	13,577
Number of visits to patrons.....	1,268
Number of cases of truancy.....	398
Number of cases of corporal punishment.....	22
Number of suspensions.....	172

Schools	Original Entries			Entries		Withdrawals		Average Number Belonging	Average Daily Attendance	Per Cent of Attendance	Per Cent of Punctuality
	Boys	Girls	Total	By Transfer	Re-entries	By Transfer	Other Causes				
Bonneville ..	59	50	109	4	53	6	68	99.3	93.6	93.3	99.3
Bryant	176	174	350	32	38	51	89	295.0	286.1	97.0	99.7
Emerson	632	611	1,243	88	237	48	512	1,068.3	1,022.4	95.7	99.5
Ensign	262	224	486	25	54	32	118	430.5	412.8	95.9	99.8
Forest	364	347	711	50	90	59	183	632.5	609.0	96.1	99.7
Franklin	363	408	771	52	133	65	314	628.0	587.3	93.5	99.6
Fremont	278	229	507	89	112	86	319	335.2	316.2	94.3	98.9
Grant	531	541	1,072	180	223	188	529	824.0	781.3	94.9	99.8
Hamilton	386	396	782	78	104	83	201	701.4	680.2	97.0	99.9
Hawthorne	331	298	629	58	111	38	230	545.0	520.3	95.5	99.2
Irving	155	169	324	19	89	16	125	284.8	273.5	96.2	99.8
Jackson	480	545	1,025	121	273	118	527	843.3	799.3	94.8	97.6
Jefferson	444	449	893	58	115	72	253	773.8	736.1	95.1	99.8
Lafayette	527	544	1,071	88	201	104	192	836.9	806.7	96.4	99.8
Lincoln	249	284	533	73	143	61	284	432.5	408.2	95.2	99.1
Longfellow	185	222	407	56	50	62	96	363.3	350.5	96.5	99.8
Lowell	358	392	750	60	140	81	287	614.7	585.1	95.2	99.8
Monroe	210	205	415	30	62	23	166	339.9	325.3	95.7	99.7
Onequa	301	269	570	23	78	48	155	499.9	484.1	96.9	99.9
Oquirrh	501	454	955	127	150	156	346	775.4	746.3	96.2	99.9
Poplar Grove	255	216	471	34	75	33	127	435.9	418.2	95.9	99.7
Riverside	485	514	999	51	258	77	435	844.7	806.9	95.5	99.7
Sumner	419	473	892	101	98	77	264	775.7	749.9	96.7	99.8
Training	205	201	406	13	42	23	87	368.9	358.5	97.2	99.7
Twelfth	86	22	108	24	45	1	88	94.4	81.7	86.5	98.6
Wasatch	451	438	889	63	86	53	229	785.4	758.7	96.6	99.7
Washington	406	412	818	65	168	70	267	726.3	697.7	96.1	99.8
Webster	418	420	838	72	142	105	248	750.8	724.7	96.5	96.2
Whittier	440	438	878	57	164	56	323	760.8	725.8	95.4	99.4
Elem. Dept.,											
East High	281	281	562	37	47	42	178	473.3	458.9	96.9	99.7
East High ..	480	578	1,058	....	65	....	260	904.4	859.5	95.0	98.6
West High ..	548	565	1,113	10	51	6	290	949.6	902.3	95.0	99.4
Totals..	11,266	11,369	22,635	1,838	3,697	1,940	8,090	19,193.9	18,367.1	95.6	99.7

COMPARATIVE SUMMARY

Year Ending June 30	Children between 6 and 18 years in City	Enrollment			Promotions	
		In Elementary Schools	In High School	Total in All Schools	From Elementary School to High School	From High School
1891.....	8,818	6,320	48	6,368	33	..
1892.....	10,039	7,510	103	7,613	61	..
1893.....	10,551	8,677	191	8,868	113	10
1894.....	11,294	9,835	257	10,092	187	12
1895.....	11,941	10,610	383	10,993	272	22
1896.....	12,540	10,315	458	10,773	280	36
1897.....	12,604	10,806	505	11,311	431	37
1898.....	12,957	11,367	562	11,929	462	46
1899.....	13,200	11,630	661	12,291	484	60
1900.....	13,468	11,916	668	12,584	507	44
1901.....	14,428	12,199	780	12,979	516	69
1902.....	14,543	12,431	822	13,253	531	86
1903.....	15,465	12,714	846	13,562	517	86
1904.....	15,987	13,003	739	13,742	638	65
1905.....	16,849	13,508	896	14,404	664	76
1906.....	16,932	14,117	1,106	15,223	633	77
1907.....	18,495	14,590	1,152	15,742	772	82
1908.....	19,373	15,330	1,225	16,555	842	94
1909.....	20,114	15,523	1,251	16,774	946	103
1910.....	21,017	16,404	1,448	17,854	953	84
1911.....	22,694	17,694	1,514	19,208	990	99
1912.....	22,245	17,928	1,633	19,561	932	129
1913.....	23,624	18,656	1,618	20,274	1,041	130
1914.....	24,492	20,084	1,836	21,920	1,148	124
1915.....	25,620	20,464	2,171	22,635	1,186	169

Note.—Elementary schools include grades kindergarten to eighth, inclusive. The term high school is used interchangeably with secondary school.

Departments.

Reports of the various departments follow:

HIGH SCHOOL.

Superintendent D. H. Christensen,
City.

Dear Sir: The past year has been one of peculiar interest in that the Board of Education by the completion of the magnificent East High School has been enabled to put into actual practice the theory of carrying on high school work in two widely separated buildings under one supervisory head. The result of the experiment has been to show not only that the plan is eminently feasible, but that it is the only correct solution of the administrative problem.

Organization. That the school in its numbers was rapidly outgrowing the old quarters had been patent for some years and so the erection of another school building was a natural necessity. But experience of the past year has proved that it had not outgrown that devotion to its traditions and that loyalty to those precepts and principles for which the Salt Lake High School has always stood. Had there been nothing of an artificial nature to hold the divisions of the school together this power of sentiment, if we may call it that, would have been sufficient for the purpose.

And is not this sentiment something that we should encourage and foster? It certainly seems so. For, after all, the best in our lives comes from that which is inspired by devotion to a lofty ideal and the memories and teachings of Alma Mater are very dear to every high school boy and girl. Later in this report I will speak of what, it seems to me, is our duty as teachers and principals in the preservation and strengthening of this spirit.

It was thought best that no geographical lines be drawn in the attendance at the two schools but rather that preference and personal convenience be the deciding factors. As a result the number in attendance was about equally divided with a few more going to the West High School. The only limitation has been that fewer courses (Classical, Scientific, English, and Normal Preparatory) were offered at the East High School, while these with the addition of the Commercial, Mechanic Arts, and Domestic Science courses were provided for at the West High School.

I see no reason at present for changing this general basis of attendance since the capacity of neither building is overtaxed thereby, and patrons are surely better satisfied if given their choice in this matter. It may, however, be in the interest of economy to discontinue the teaching of some subjects at the West High School on account of the small number in the classes. This is especially true of the advanced language classes. Had it been possible to realize your original intention of utilizing high school teachers in the junior high school work in the Monroe school, another substantial saving would have resulted. It is to be hoped that the Board in the near future will see the desirability of maintaining a closer relationship between these schools on a similar basis to that which obtained at the East High School this year. In this case the close articulation has worked admirably not only from the standpoint of economy, but also in promoting better class work and a healthier school spirit. The movement, too, is in line with advanced educational thought.

Courses. There can be no question that the trend of teaching in the two schools will, as years go on, assume a distinctive character in accordance with the original plan and by reason of their somewhat different equipment. That on the West will gravitate more and more to the manual and commercial type while the East school will maintain its academic stamp. Moreover, this is the ideal outcome for several reasons.

Mechanic Arts. The technical building with its splendid appointments in shops and laboratories is the expression of a long-felt want on the part of a large portion of the community, as well as a proper rounding-out of the manual training work of the lower grades. The cost of the structure with machinery was in the neighborhood of \$130,000. But the possibilities of the plant both in number of students electing the mechanic arts course and in the scope of instruction given are far from being realized at present. The latter should be widened by the addition of new subjects especially such as would touch on the community life. The introduction of a course in printing, one instance in line with this thought, is recommended, not only for its purely educational value, but also as a helpful adjunct to the other work of the school. Then there should be on the part of teachers systematic endeavor extending down through the grades to encourage and advise boys of a mechanical turn of mind to pursue the technical course in the high school.

Domestic Science. The same reasoning applies to the instruction in the domestic science department. As with boys in the manual training, it is equally true that no girl who once takes up domestic

science ever regrets doing so. But too few of our girls are taking it up. If teachers in the grades all down the line would bring the benefits of this training continually before their classes, they could do a very great deal in giving needed direction and in raising the dignity of the industrial courses in the minds of their pupils. This should be the peculiar concern of the teacher in the seventh grade where the junior high school begins and where a differentiation in courses looking to the pupil's future school work is called for.

In this connection we should not lose sight of the fact that at the East High School provision was made in the construction of the basement rooms for a modicum of manual training and domestic science training to accompany in an optional way the courses given there. The use of these basement rooms to relieve the congestion at the Emerson and Hamilton schools during the past year precluded the possibility of offering this instruction to East high school pupils. Presumably this use is but temporary and, with the completion of the new buildings in this part of the city where the little ones may be properly housed, we shall be able to carry out the original plan of giving some work in domestic science and manual training to junior and senior high school pupils. It is often the case that pupils in the so-called academic courses wish to add this work to that of their major subjects and it is eminently fitting that they do so. It is probable, too, that the program of the present staff of instructors at the West high school could be so arranged that very little if any additional help would be required. This could be brought about by having certain teachers report on alternate days at each school.

Commercial. The commercial department, as usual, has been very well patronized, about half of the enrollment at the West high school being for this line of work. The thoroughness of the instruction in all subjects has been such as to give the school an enviable reputation in the community. One reason for so few graduates in this course is that many are enabled to obtain profitable employment before the course is completed, while for years, it has been true that no graduate has failed of securing a good position.

It has been suggested that the commercial department might extend its sphere of usefulness in a very practicable way by including the accounting of purchases and sales in the domestic science department, the mechanic arts department, and the school cafeteria. This has already been done in some cities with marked success and it is probable that an arrangement might be made with the purchasing agent of the Board whereby this real business practice could be given in our school.

The School Machine. Every year seems to bring in some new

problems in school economics. Time was when the ideal school was looked upon as a standard machine which turned out at regular intervals a certain amount of finished product of a certain quality. All that was needed in the running of this machine was power to turn the wheels and a lubricant for the bearings. There was no thought that the machine itself should be improved upon or discarded for a more up-to-date one. Happily that time has passed. The school of today must be abreast of the age in the application and utilization of scientific principles and methods. It must be practical, as well as theoretical, and must be as broad as our civilization. Our problem is to perfect a school machine that will turn out the maximum quantity and quality in its finished product. But while seeking to attain the best in machinery let us not forget that the raw material we are feeding into our machine is a supply of rational human beings whose future usefulness may be determined by the shaping given in the scholastic mechanism. I sometimes doubt if we sense to the full the significance of our task and the grave responsibility attaching thereto.

Junior High School. In the perfecting of high school instruction the reorganization of the work from the seventh through the twelfth grades into what is known as junior and senior high schools has given promise of very gratifying results. The successful experience of the last few years clearly warranted a more comprehensive application of the underlying principles of this plan which briefly stated is as follows: The work of the seventh and eighth grades is divided into suggestive courses designated as academic, industrial, commercial, and general. The first three will, in so far as possible, partake of the subjects and the methods of instruction given in the high school and will thus anticipate the present high school work by about three units of credit.

The Aim. The aim of this revised plan is to direct the attention of pupils in the seventh and eighth grades to the advanced work of the high school by having them actually begin high school work at this stage. Thus an inspiration is given the pupil to continue along through some one of the high school courses, for it will mean the administering to his special needs earlier in life. The general effect will be to decrease the attendance mortality in the tenth, eleventh, and twelfth grades, bring the teachers of the two divisions into closer and more sympathetic relations and so unify and strengthen the whole system.

The Teacher. Yet the maximum advantage in this arrangement, as in every other phase of high school life is dependent upon the teacher and how well she performs her duty; upon how clearly she comprehends the meaning of the word "teach" which takes as complements two direct objects, one the person, the other the thing, taught.

Too often in the past she has been laboring under the delusion that a knowledge of the latter complement constituted her only necessary stock in trade as a teacher. But of late years she has been getting to see the light more and more and now any teacher worthy the name realizes that in order to do any real teaching she must have an adequate knowledge of the person as well as the thing to teach, and furthermore must bring the two into harmonious relation. *Hoc opus hic labor est.*

Physical Training. Last year in my report the subject of physical examination was emphasized as being an extension of the advisory principle to the knowledge and care of the body. A step in this important direction was taken this year but, I regret to say, only a step. It is to be hoped that more substantial progress may be made the coming year to the end that the health of our boys and girls may be properly safe-guarded and their physical development promoted.

The relationship of athletics to systematic physical training has often been misunderstood. We need not worry about the latter if the former is taken care of. Good athletic material and honest athletics will be the natural outgrowths of carefully conducted physical training. But prowess in athletics is not and should never be thought of as the main purpose of this training which should concern itself rather with the healthy and symmetrical development of the body, an adequate knowledge of its functions, and the implanting and fixing of a manly character. Not until athletic coaches can get to the point of realizing that every contest between schools should be a "gentleman's game" and learn to profit by defeat no less than by victory in the disciplining of their teams may we hope to place athletics in the lofty position as a character developer, which it should rightfully hold.

Medical Service. Before leaving this subject, I wish to request your consideration of some plan whereby free medical examination and medical treatment may be provided for pupils in straitened circumstances. It is but a natural and proper extension of the splendid work already carried on in the grade schools by the school nurses. We should also have, to supplement the girls' gymnasium work the services of a female, rather than a male physician. I have every reason to believe that the carrying out of this suggestion would place the work on a very much more satisfactory basis in the popular mind.

Hygienic Teaching. Does it not seem a little inconsistent that we should be giving thorough instruction to boys and girls all through their teens in language, history, physics, botany and the like, but practically nothing in the knowledge and care of the human body? The course in physiology has come to be a girls' course only, yet even for girls it is entirely inadequate for what should be the main purpose

of such teaching. Reference is made to instruction in first aid and in the nature, prevention and cure of certain diseases. The well-nigh hysterical agitation for and against the teaching of sex hygiene in the schools that has swept over the country has done much to put all such teaching into disfavor. But what young man or woman with this training is not immeasurably better fitted to face problems in life than he or she would be without it? It is simply a question as to how and when this instruction may properly be given. I would seem that it might best come in connection with the gymnasium and drill work. The services of two competent physicians—a male and a female—to give lectures and demonstrations at regular intervals might be secured for this purpose at a small cost. Would not this be a step in the right direction?

Student Association. Early in the year the pupils of the East high school conceived the idea of forming a student body association to regulate and democratize all school activities and functions. The enthusiasm for the movement from the beginning was such as to guarantee its permanent success. The preamble of the constitution reads as follows:

"The purpose of this organization shall be a more complete utilization of our opportunities for self-government, the cultivation of a high sense of honor and responsibility, the elimination of commercialism from our school activities, a better understanding of our fellow-students and the establishment of a true school democracy."

The membership fee is one dollar annually which carries with it free admission to all school games, concerts, plays, debates, etc., given during the year. While membership is not obligatory, as is the case in most schools and colleges where such organizations exist, every pupil is strongly urged upon entering school to join and thus participate in all the benefits and privileges conferred by the association. It is extremely gratifying when such innovations in the direction of school betterment are inaugurated and perfected by the pupils themselves.

Common Interests. In this report little mention has been made of those occasions that have gone to make up the intellectual, social, and athletic life of the school. They are so numerous and yet so well known that a recapitulation at this time would seem inadvisable. It will be in place, however, to touch upon those matters that refer to how far and in what manner the inter-relationship between the East and West divisions of the school extends. There are and there always will be peculiar conditions and problems the solution of which is of necessity referred to the administration of each school. Only those matters that have a common bearing will here receive attention.

The courses and subjects of study are to be carried on under the same nomenclature and with the same standard of attainment.

The books are the same and the system of grading is the same. The one department head and uniform examinations for the two schools should be all that are necessary to bring this about. These matters should be so closely observed that a pupil might go from one school to another with as little inconvenience to himself as if he had been transferred from one teacher to another in the same school.

The colors, red and black, are, of course, the colors of East and West. The high school seal adopted by the school some years ago is the common one.

The high school song, Red and Black, should be learned by every pupil in the two schools and sung on appropriate occasions. This will be brought about through the agency of the English department as in former years. The Red and Black paper is the official organ, or rather the recognized student publication for the two schools.

The cadet organization in the two schools is also one department under the direction of one commandant. The system of merits and demerits and all regulations that go to make up the morale of the organization are uniform in every respect.

The band and orchestra for the two schools are together and under one leadership.

The eligibility rules for athletes representing the schools are the same. The awards for distinction in athletics are the same and given on the same basis.

The D. A. R. and S. A. R. oratorical contests are for the seniors of the two schools and will be held alternately at each school. The same is true of the Frank B. Stephen's medal contest for the other classes.

Red and Black day is celebrated by the senior class of each school in its own assembly. The Red and Black dance in the evening is held in common and managed by a joint committee from the two senior classes.

The cadet dance, the girls' athletic dance and the masquerade ball are other social functions held together. High School day, if we celebrate it this year, should be a joint affair.

Governor's day, Junior-Senior reception and Commencement are also events in common.

A committee on dancing has been appointed from teachers of each school which is to decide all matters pertaining to the time, place, supervision, and conduct of high school dances.

The organization of student body associations at each school on practically similar lines will do much to promote unity of spirit. Free

admission for members to all high school games played in this city is another step in this direction.

It is the bounden duty of principals and teachers to foster and develop the fraternal sentiment between the schools at all times and under all circumstances. If we as teachers are petty, illiberal, and pessimistic, we shall inspire like traits in our pupils. If, on the other hand, we are broad, generous, and optimistic, we shall shape their minds so that they may be worthy of us, of themselves, and of the school.

In singing the chorus to our high school song there should be no discordant note, for

"As we determine so we can."

Cadet Trip. The completion of this report has been purposely postponed until the return of the cadets from their California excursion. On this occasion as on the two former trips to the coast, the lads acquitted themselves in such a manner as to bring honor and distinction to Utah, their school and themselves. Their education for the year could have had no better rounding-out than this profitable and enjoyable trip to the great international expositions. It has had the effect of making them broader in their views, of giving them a more intelligent conception of their country, its extent and resources, of inspiring them with a consistent patriotism, and of filling them with a just pride in the school and their organization. It was surely worth the while.

Some Opposition. Why is it that some people, prominent educators too, so insistently condemn cadet training in high schools? The charge preferred against the system is twofold. First, that it induces a martial or fighting spirit in boys and thus "lacks moral justification in the public schools of a democratic and peace-loving nation." Secondly, that it "transgresses the most fundamental laws of physical training" and as such is fraught with grave danger to growing boys. But although these theorists are unable to cite a single instance in proof of their contentions, they have a following as all theorists have. It would seem as though leaders in educational thought should apply to this phase of training, as they are wont to do in other matters of pedagogy, the evidence of fact, and, if this is found wanting to substantiate their statements, cease their unwarranted and misleading agitation against it.

In conclusion may I say that the experience of the past year, more than ever before, has pointed out to me better solutions of many of our problems and the larger possibilities and responsibilities of the work of secondary education.

For your confidence, for your able advice and assistance at all

times, and for the strong support of the Board of Education, I am sincerely grateful.

GEORGE A. EATON,
Supervising Principal.

GRAMMAR GRADE DEPARTMENT.

Salt Lake City, Utah, June 17, 1915.

Superintendent D. H. Christensen,

Salt Lake City, Utah.

Dear Sir: Each school year presents, necessarily, many corresponding features with preceding years, and yet differs from all the rest in minor adjustments and points of emphasis. These latter topics are always of special interest as showing the growth and tendency of the educational system; and from them I shall select one or two for brief consideration in this my annual report for the year 1914 and 1915.

Classification of Pupils. It is the business of education, in its concrete expression—the schools—adequately to provide for all children, by giving each child what he needs, and, of course, that to which he can respond with satisfaction and vigor. The proper classification of a child, then, is a far more difficult matter than it sometimes is thought to be. No one-sided standards will suffice, for his progress demands an environment suited to his physical development, his psychical age, and his practical needs, as well as to his intellectual abilities. Too often, the standard of promotion is almost entirely intellectual. Knowledge of certain facts or principles learned from books is made the basis of classification, while the social or future vocational needs of the individual are considered but lightly, if considered at all.

If the schools were concerned alone with teaching subject-matter, this practice would be open to little objection, except as to the subject-matter itself. But, fortunately, this is not the case. Primarily and fundamentally, their great concern is teaching children. Subject-matter, method, organization, and discipline are but subservient to this great purpose and should never be allowed to obscure it.

A fourteen-year-old child may not fit the scholastic requirements of the seventh or eighth grade, because through unfortunate circumstances he has not learned to read or to spell well, or, perchance, is weak in arithmetic or grammar, yet it is usually unwise to classify him in third or fourth grade with ten-year-old children. Physically, psychically, and socially he is a different individual and, therefore, needs a different environment and different treatment. His nascent nerve centers cannot respond to subjects and methods unsuited to their nature. When thus classified he becomes, in consequence, unhappy and unruly, and leaves school usually with little effective training. It is true,

however, that children do not develop at the same rate, either physically or mentally, and, therefore, only roughly speaking, does age indicate maturity. But, a difference of more than two or three years in any grade should be regarded with concern. Moreover, failure to respond to certain forms of subject-matter must not be taken as conclusive evidence of immaturity or retarded mental development. Under other conditions such children may not only show normal development, but even special ability. Why classify them on the basis of something in which they can never succeed, ignoring their abilities in other lines.

It is clearly necessary in any effective system of education to place each child where he can live happily and succeed. He must not fail. The curriculum then, must be so enriched on the industrial side that grammar grade children who do not respond well to academic subjects can major in that which is pre-vocational to them. Both their practical and cultural education depends upon this enrichment; their normal advancement, too, only thus can be insured.

Surveys of several school systems in our country not only show a high rate of elimination in grammar grade school work because of misfitness, but a woeful number of retained or retarded pupils, sometimes running as high as fifty per cent. This is a serious reflection on the schools, for they must be finally judged, as a tree is judged, by their fruits. They must demonstrate their value to the state or to society by the quality and proportional quantity of their living products—the young people of the community. Just, too, as the school is to be measured by such results, so each teacher's efficiency is to be measured. It is not her hard work, her scholarship, or her methods that count in the final estimate, but her pupils, as evidenced in terms of intelligence, morality, attitude, initiative and skill. The best teachers are those whose retaining power is strongest, and whose training is, of course, influential and vital.

It is gratifying to note that our principals and teachers are actively interested in classifying their pupils on the basis set forth in the foregoing discussion, and that their increased attention to this problem has resulted in fewer retentions and a larger number of special individual adjustments and promotions than has been usual heretofore.

There is, of course, a need of continuing the effort to more adequately solve the problem of placing each child in an environment suited to his mental and physical development.

The contemplated extension of the Junior High School plan, with a differentiated course of study, will aid materially in realizing maximum results in grouping for normal progress.

Special Classes. From a number of causes, such as lack of at-

tendance and inadequate school facilities in the past, an appreciable number of pupils are always classified in the grammar grades below normal classification. To meet the needs of such pupils and move them forward more rapidly than the usual rate for younger children, a special plan of study and grouping was provided in several of our school buildings where conditions seemed to justify it.

Approximately twenty-five such pupils were given to one teacher with the understanding that the class would move forward a year and a half instead of the usual year, and that some non-essentials of subject-matter would be eliminated in order to accomplish the purpose.

To determine the course and fix standards of attainments in terms of essentials, frequent meetings of the teachers of these classes were arranged with the supervisor. Special tests and personal visits were also means of studying the progress and needs of the pupils.

In consequence of the plan, five groups, or approximately one hundred twenty-five pupils who were classified as seventh B last fall, were promoted to high school this June with all the essential qualifications for such promotions. Several other such groups in lower classes made corresponding progress.

Used cautiously and with exceptionally strong, well balanced teachers, the plan has shown itself to be a good one. Pupils are stimulated to work vigorously toward an attractive goal, the teaching increases in definiteness, the attitude of pupils becomes hopeful and sympathetic, and there is a real saving of time and money in education.

Standards and Efficiency. During the past year we have continued to work out standards of efficiency in terms of subject-matter and child growth. The more definite aims thus obtained have produced better results, and, also have improved the teaching spirit and methods. We are not unmindful of our responsibility in training for strong character. However, we recognize that habits of work and play, and attitude of mind are important elements and that they are resultant by-products of vigorous purposeful effort in an atmosphere of peace and hope.

For your confidence and encouragement, I express sincere appreciation, and assure you of my desire to co-operate in improving all phases of our educational work.

Very truly yours,

G. N. CHILD,
Supervisor Grammar Grades.

PRIMARY DEPARTMENT.

Salt Lake City, Utah, June 14, 1915.

Supt. D. H. Christensen,
Salt Lake City, Utah.

Dear Sir: The school year just closed has, I believe, been one of progress along most lines. While we have accomplished no astonishing educational feats we have, I am convinced, made a steady, healthy growth. I believe that the professional growth of the teachers has been rather marked, and perhaps the most encouraging phase of the work is a growing desire, on the part of a large proportion of the teachers, to increase their intellectual and pedagogical capital.

In the fall a class for the study of phonics and word analysis was organized for assistant and kindergarten teachers. The first meeting was held November 11th and more than one hundred fifty teachers, representing all the primary grades, were in attendance. These meetings continued weekly until the middle of March, the attendance never falling below one hundred twenty-five or thirty. Teachers not only secured a knowledge of phonics but so utilized it in class work that I feel quite safe in saying that our first grade children attained a power and an independence in reading which we have never before acquired in the space of a single year. Many of the better first grades have, and indeed, all of the better classes in the primary grades have lacked sufficient reading matter.

Teaching children to read is a much more difficult proposition in some sections of the city than it is in others. Some of our first grade classes have read twenty books this year and can read, at sight, many of the stories in second readers, but we have other classes, under the care of excellent teachers, that have failed to read even two primers. Some of the contributing causes to such a condition, where it exists, are:

1. Immaturity. Children, especially in some sections of the city, are started in grade work before they have any power to cope with the abstract symbols of reading. Usually such children do not come from an atmosphere of books or general culture. They have no literary environment, no literary inheritance. Reading and its symbols are very great abstractions for them. They do not take to it as "ducks to water" by any means.

2. A lack of trained sensory power and an inability to make associations.

The sense of form, upon which the ability to master the symbols of reading depends to so large an extent, is remarkably deficient in many children, and must be developed before any real progress is possible. The kindergarten should, and does do, much work in the development of sensory power, and you will find that, in most cases,

our first grade children who read most readily and intelligently are those who have had a kindergarten training.

The power to make associations between ideas rapidly is, of course, innate, but its growth and development depend upon the richness of the life environment and trained sensory power. The little child who comes from an environment barren mentally and materially finds learning to read very hard work. His home contains the bare necessities, not always all of those, but of books, pictures, or things of cultural value it is barren; moreover, it is often poverty stricken in ideas, hence needs and has but a meager vocabulary. The child has little opportunity for gaining ideas with which to make associations hence his vocabulary is correspondingly limited, often the words of the every day life of the child from the better environment are foreign terms to him. Phonetically he can often make out a word that is perfectly useless to him after he has done so, because it conveys no meaning.

These children and the children who are slow moving mentally should, I believe, have a kindergarten training. They should spend a year in a room rich in possibilities for making associations and be trained to make them. The ability to read intelligently, to get meaning out of or put meaning into the printed symbol, depends very largely on this power. The sensory powers *must* be trained, either in the kindergarten or in the first grade, and the kindergarten child is in the age of sense perception. It is a pedagogical principle to "strike while the iron is hot," and psychology and experience both prove that instincts are transient. The kindergarten is the place for vigorous work with the sensory powers.

These children should, too, have much hand work both in the kindergarten and in the first grade. Nothing wakens a slow child and adds to his power to make rapid associations as does hand work.

In sections of the city where we lack the kindergarten, I strongly advocate a five-hour day divided into two sessions, and that two of the five hours be devoted to hand work. I believe such a plan would prove a great saving both to the child and to the state.

Another year of experience has strengthened the belief voiced last year, namely, that in some of our schools a bath tub and a warm lunch would be of infinitely more value in creating good citizenship than all the text books which may crowd the shelves of the building.

In order to determine certain points in the teaching of primary number before making any revision of the course of study, I gave, toward the close of the year, an efficiency test in the fundamental processes to both classes of the third grade and I desire to report some conclusions reached through observations made while conducting the tests, and the results achieved.

I conducted the test personally; the teacher of the class took no part except to help pass and collect the papers. The papers were marked by the seventh and eighth grade pupils of the various schools. No names, either of schools, teachers, or pupils, appeared on the papers.

The child was allowed no paper except that on which the work was printed and was not allowed, even when he had time, to review his work; he turned his paper at once upon finishing if "time" had not been called.

Time limits, as indicated, were rigidly observed, except in case of the thirty-six combinations. After giving the test to one grade, I recognized that the work was impossible, within the time, for children; they can not write rapidly enough, so the A class was allowed one and one-half minutes, the B class one and one-fourth minutes.

The second and third sets in the B class were given for the purpose of testing the power of concentration of third grade children. The results lead me to think that the holding power of a third grade child does not go much beyond four places. Results show that the average for the entire city will be twenty-seven per cent higher for the third than for the second set. The fourth and fifth additions in the second were quite uniformly incorrect.

The results in subtraction, multiplication, and division, too, lead me to think that the third grade child does not possess power to concentrate much beyond four places. You will note that in the fourth, B class, the only multipliers used are six and seven, yet many children have failed on the first and second parts and secured the correct results in the third. The average child seems to reach the fatigue point about the fourth or fifth effort, in each of the processes.

We registered our greatest defeat in subtraction. Subtraction, in the abstract, is very difficult for children, but there are contributing causes for the failure; first, we have not taught the subject as intelligently as we might have done; secondly, the child was, for the first time, working with the closely spaced, printed figures, and he lost his way. The close spacing of the figures caused much of the trouble in division also. The same work placed on the board by the teacher would have presented little or no difficulty.

I believe third grade children can learn to read and write numbers of three periods quite readily, but I doubt the wisdom of using such numbers in the four processes. The child can not put any content into them and his power of concentration seems unequal to the task. I believe we can cultivate accuracy far better by using numbers of four, or at the most, five places.

While there is a marked difference in the power shown by different classes, the returns show conclusively that our power is greatest in addition, least in subtraction.

Since undertaking the supervision of kindergarten work in the Salt Lake City schools, I have come to feel strongly that a regular course of work for that class should be outlined and embodied in the Course of Study. I have, therefore, with your permission included such an outline. I believe the kindergarten serves a distinct and important purpose in the work of the elementary school and should regret to see its possibilities in any way limited. It has a function and I believe it can be made to perform that function adequately, thus strengthening the whole educational system.

Thanking you personally for your unfailing kindness and consideration, I remain

Yours very truly,
LIZBETH M. QUALTROUGH,
Supervisor Kindergarten and Primary Grades.

MUSIC DEPARTMENT.

Salt Lake City, Utah, June 14, 1915.

Superintendent D. H. Christensen,
City Schools.

Dear Sir: I have the honor to submit the following report on the work of the music department.

As I took charge of this department at the beginning of the second semester, my report will only include the work accomplished since that time.

My first visit was for the twofold purpose of becoming acquainted with the different teachers and principals; and to pick up the work on the sound principles previously established by my late predecessor.

I soon learned that the teachers and principals of our city schools are men and women of culture, big-hearted, and possessed of a great desire to make the school room a place to be loved by every boy and girl. I found teachers and pupils alike extremely interested in the music work. The system being used at present is most excellent, and the ability of the children to read music is surprising.

Except for a little weakness in rhythm, the technical part of the work has been splendidly sustained, the teachers having conscientiously followed the course of study.

Owing to the fact that the great majority of our teachers are not highly skilled in music, the quality of tone in many classes was not of the best, the children singing too loud, thus losing much of the natural sweetness of their voices and causing them to sing flat.

This has been corrected by showing them how to open their throats and produce soft sweet tones. I have taken this up quite thoroughly with teachers and pupils and have found that they immediately respond to the more beautiful tone quality.

The text books include much of the best music, songs for children, ballads, folk songs, patriotic songs, songs from Oratorios, and Grand Operas.

The teachers need assistance in interpreting these beautiful compositions, and it is my intention to take up each number (with teachers in groups) and demonstrate how it should be rendered.

In conclusion let me express my thanks to you for the encouragement you have given me, and for the earnest support of the teachers and principals.

Very respectfully,

HUGH W. DOUGALL,
Supervisor of Music.

DEPARTMENT OF ART AND HANDWORK.

Superintendent D. H. Christensen.

Dear Sir: The report of the work in the department of Art and Handwork in the Primary Grade for the year ending June 11, 1915, is herewith submitted.

The time assigned for the work expressed in minutes per week is as follows:

	Paper Construction	Weaving	Drawing
Grade I	25	25	75
Grade II	25	25	75
Grade III	25	25	75
Grade IV	25	25	75

The fundamental purposes of paper construction are to afford opportunity for expression in material, to improve the number concept, to encourage initiative, and to enrich the nature study and geography in connection with the sand table.

Dimensioned paper construction gives opportunity to handle tools which increases the interest in the making, causing the facts of form and number to take firm grip upon the mind and remain fixed. Even in the lowest grades the children give evidence of keenest interest and satisfaction in producing definite results and good forms through the aid of dimensioned rule. Without such aid these results are seldom realized, nor the power to reproduce the objects independently.

An increased number of sand tables in the schools has been the means of giving a much wider scope to the subject and emphasis has been on a closer correlation with nature study and geography to the great enrichment of both. There are, however, many rooms still unprovided with sand tables, which is much to be regretted, for the sand table is almost indispensable in all primary grades.

The playhouse in the first and second grades, with its several rooms appropriately decorated and furnished, is introduced for reasons given above, i. e., for the manipulation of tools and material, and

fixing in mind, facts of form and number. However, not the least important result is the enriched ideals of many children coming from cramped and poorly furnished homes. Suggestions from the teacher as to care and arrangement of the little home, so real to the children, carries an aesthetic influence and inculcates a critical appreciation calculated to raise the ideals of such pupils.

Cardboard construction, carried along the same lines as in previous years, has obtained a greater interest among the teachers in consequence of their becoming more familiar with the technical operations, and the aim and scope of the work.

Through experimentation possibilities have opened up in geometric sequence of their becoming more familiar with the technical operatory to free hand design, which follows.

Through experimentation, possibilities have opened up in geometric scribed course in cardboard construction, the pupils learn to appreciate the relation of the decoration to the space decorated, the correct proportion of lines and spaces, acquire power to extend a unit of design to border and all-over patterns, not so easily understood without this preliminary mechanical foundation. The beautiful geometric tracery produced, affords an excellent field for the manipulation of hues, tints, shades, and values upon which color harmony depends.

In weaving, the course requires that one problem suitable for the home be made in each grade. The power developed in children to produce a useful article is not the least of the advantages. The work holds the attention, while all irrelevant matter is eliminated, and the power of concentration increased.

No child can benefit where the construction is poor and the finished product unsightly; therefore, effort has been to keep the work up to the highest degree of excellence. A high standard is possible only when there is an over-lapping of processes. This has been taken into consideration in the series of problems offered through the grades, both regarding the technical operations and the application of design.

The course in weaving involves the following principles of design:

Grade I—Placement of decorative borders.

Grade II—Proportion of decorative border to space decorated.

Grade III—The making of pattern through the arrangement of warp and woof.

Grade IV—The making of pattern with woof only and the making of designs worked into Indian basketry.

Effort has been to give the pupils a working knowledge of color mixing that they be not handicapped in the nature work, also more blackboard work in the form of drills on common objects has been urged. The aim has been to conduct the class work in such a way as to increase the critical powers which must add to the individual's efficiency in any walk of life.

As the children should have opportunity to criticize the work of their fellow students during each lesson there should be greater facilities for displaying for criticism the work of the class. This is the most urgent need in the department at present. Practical means for hall display is a source of inspiration throughout the entire school, and it is necessary that some practical means for such display be provided.

Very truly yours,

SARA E. KARRICK,
Director of Art and Handwork, Primary Grades.

DEPARTMENT OF PHYSICAL EDUCATION.

Mr. D. H. Christensen,

Superintendent of Schools,

Dear Sir: In presenting a report of the Department of Physical Education for the season of 1914-1915 I shall deal as lightly as possible with figures which do not always tell the whole truth as they can be juggled to meet almost any desired end. The department, being comparatively new, must needs pass through some of stages that all new projects go in order to determine that which is really beneficial and that which is not. In fact it might be likened to a large piece of new machinery which before it gets into good running order and gives complete satisfaction, needs a bolt tightened here, a screw loosened there, and an abundance of oil to reduce friction until the bearings are in proper relation. These adjustments require time, patience and perseverance, which usually accomplish all things. Success is not gained by a single bound, but by hard, persistent patient work. A thorough policy with conscientious daily effort ultimately brings the largest result. This has been the aim of the Supervisor. Although the work has been large and in many respects satisfactory, several factors have served to keep the department from filling a larger field of usefulness to its constituency; these are not mentioned, as hopes are bright for their obliteration and you are asked to rejoice in our joys rather than to share in our trials.

Gymnastics. Each grade has received a new lesson in gymnastics every three weeks, these lessons consisted not only of the so-called formal work, but marching and indoor games also. The teachers were provided with manuals and instruction was also given at the Institute meetings and by personal visits. The rising and sitting has been systematized.

Athletics. In the fall a soccer league for boys was organized and an indoor baseball league (games played outside) for the girls.

In the spring five leagues were organized playing a schedule of 134 games as follows: for the boys' Senior baseball and basketball and Junior baseball; for the girls' Senior and Junior baseball.

A distinct gain has been made in the matter of clean sport. The effect of this in character building needs no emphasis.

You are asked to distinguish sharply between athletics organized primarily as a spectacle for the amusement of people, from athletics organized primarily as play. This has been the aim both for the High and the grade schools.

In the High Schools each year the groups of boys participating in the sports should be increased until every boy is taking part in some form of sport or games. This may be accomplished through team or group contests and inter-class games. The tide is running strong against spending large sums of money on sports or training a few athletes to perform like race horses for the amusement of the crowd. Physical educators thoroughly agree with Dean Briggs of Harvard University who writes "Sports suffer from low ideals which are responsible for the waste of money in enervating energy and giving rise to practices scarcely credible among gentlemen."

Athletics for gate receipts, sports for public glory, contests for prizes, whether medals, trophies, or diamond rings, are largely a thing of the past. We should not glory in sending the boys into professional athletics nor in seeing their names heralded in the press. Athletic honors and medals are poor comfort for wrecked health and business prospects. The students need good wholesome play, but not all play. Recreation and competition of various kinds have a place in our scheme as they are not only advisable but invaluable also. This phase, or any other in physical education has not been allowed to predominate but has been kept in its place. The policy of the department has been to meet all the needs of our physical nature and a glance backward shows that this blending of class exercises, relaxation, recreation and competition brings the desired results.

Marching. In addition to the marching done in the rooms in connection with the gymnastic exercises, marching for efficiency rather than display has been emphasized. Some tests have been made in emergency drills. Hitherto the marching has been done too rapidly, the cadence often reaching to 160 steps a minute and when it is considered that 120 steps to the minute is quick time marching on level surface, the strain in going up stairs at the above mentioned rate is decidedly harmful.

Singing with the marching during the gymnastic lesson has proved to be a very helpful diversion.

Dancing. Every grade was taught through the teachers and by personal visits two dances. Instead of one teacher being selected from each school for this work every teacher as a rule taught her own class. A Victrola in each school would enable a large number of the scholars to do the dancing in the open air. Besides being excel-

lent exercise for legs these dances tend to develop grace and ease of movement. The rhythm is especially pleasing to the children and increases their delight in the exercises.

Playground Games. In the fall each grade was supplied with six to eight playground games and a similar list was also furnished in the spring. Organized or directed play periods have been established in some schools, and should be in all of them as the children need to be taught to play properly and to want to play.

Posture. To obtain and maintain a good posture in sitting, standing, and marching, a Posture League was promoted in all the schools, each room being furnished with a diagram depicting a poor posture, an exaggerated posture and a correct posture. Interest was stimulated by grading the pupils and putting the posture percentage of the room on the blackboard.

Toilets. Much needs to be done in the boys' toilet rooms. All wooden floors should be removed and replaced with non-absorbant water-proof material. Where the trough is used for urinals, the back should be placed high enough to prevent spilling over. The alcove gives the better satisfaction.

Heating and Ventilating. The air intakes should be covered with cheescloth so as to sift out the dust, said cloth to be renewed weekly. After the air has passed over the steam pipes it is robbed of a large percent of its humidity which should be restored by the injection of live steam. The proper balance of humidity percentage and degree of temperature will add much to the health and comfort of both teacher and pupil.

I think that a trial of Dr. Todd's experiments on ventilation would prove beneficial and economical.

With the variety of heating and ventilating systems we have, the State or City Board of Health might be called upon to test their efficiency.

With the use of a certified thermometer the Supervisor has been able to have the temperature reduced in a number of the rooms.

Lighting. The Indiana law herein quoted could be used very well as a guide for our lighting.

"No window sash shall have not more than four lights and the tops of all windows shall be square. Whenever the proximity of other buildings or portions of the same building interferes with the proper lighting of a class room, the light shall be properly projected and diffused by the use of prism glass. When artificial lighting by means of electricity or gas is used, the lights shall be placed near the ceiling and the lights deflected by proper shades toward the ceiling, either indirect or semi-indirect lighting being used. When the

light in any school room is from the north the proportion of glass area to the floor should not be less than one to five.

Seating. The seating of the pupils requires very careful attention and each child should have his seat adjusted at least once each semester. The proper relation of the height of the seat from the floor to the individual and of the desk to the seat should be maintained so that the pupil's health will not be interferred with nor the growth retarded. The importance of this is obvious.

Aim of the Department. Professor Joseph E. Raycroft of Princeton University, in a report of the Department of Hygiene and Physical Education writes: "The idea that an educational institution has any responsibility for the physical welfare of its students has had a long hard struggle for recognition. Educators as a rule have confined their attention to the intellectual and incidentally the moral development of the students but have neglected to give attention to the physical needs of the average student. We must come to a realization that body and mind are so closely bound together that when the body suffers, the mind suffers with it; or to put it in another form that the mind cannot attain its fullest development when it is part of a sub-normal body. We must pay more attention to the student's health if we are to make the best of him and give him the opportunity to make the best of himself. The foregoing statement indicates very clearly that there has been growth among those responsible for the conduct and policies of educational institutions a conviction that the physical welfare of students is an educational factor of real importance; that a student not entirely well is working under a handicap with lessened efficiency; that a healthy body is one of the first essentials for effective thinking, clean living and useful citizenship."

Our aim has been to conserve the bodily health of the pupil not by the mere use of bodily exercise alone in gymnastics, calisthenics, contests, games and dancing, which mean recreation, relaxation and competition, but through instruction on all matters of personal hygiene. The recognized value of this is too well known for comment.

Examinations. Particular attention is called to the report on examinations. The examination is not merely the running of a tape over the student for a few measurements or the taking of any number of strength tests, but a careful inquiry into the habits, moral, as well as physical, and the advice and counsel given are strictly confidential and in direct line with what the school and home stand for. No undue advantage is taken of any one but each is dealt with as tactfully as the case requires. This is important work as it gives the Supervisor a splendid insight to the student's life and having obtained it he is in a good position to be of real service to the pupil.

Examinations are made in order to discover the presence of organic hygienic or functional condition that may be working against the health interest of the student or their associates. All the boys' examinations have been made by the Supervisor and the girls' by the Directors. They are much like those made by any careful physician. A record is secured of the important hygienic and other health factors bearing on the student's life. We learn that they can tell us about previous sickness, strains, injuries or operations. We obtain a history of headache, eye or ear troubles, obstructed nasal breathing, amount and variety of exercise, open air life, amount and character of sleep habits, of defecation, and the use of stimulants tea, coffee, tobacco, or spirituous liquor.

In addition we examine the condition of the skin, vision posture, and such other conditions as seem necessary. After each examination every student is given such advice as seems necessary and appropriate for the improvement of health and habits. If there is a physical condition found that appears to need special treatment, the fact is recorded and the pupil is referred to the family physician. We have ample evidence that the examinations are appreciated. This individual instruction should be supplemented next season by lectures and talks on health topics that we may thoroughly inculcate correct health habits and principles. As suggested by Supervising Principal Eaton, these examinations should be carefully followed up to make them of the largest value.

General. From the standpoint of health, the stairways and halls should not be used for recitation.

Three meetings were held with the school nurses for the explanation of our work and for general consultation. Their co-operation has been very helpful. Sweeping and cleaning during the school hours should be abolished. Experiments in the New York City schools show that properly oiled floors reduce the rise of dust fully 33%.

Expenses have been kept down to the irreducible minimum.

The courtesies extended to the Supervisor by the Superintendent, the principals and the teachers are greatly appreciated. To the principals and teachers for their hearty co-operation, without which my efforts would not have brought the largest results; to the Superintendent because it is only by his generous interest that our cause has advanced, acknowledgment is due.

WILLIAM E. DAY,

Supervisor Physical Education.

DEPARTMENT OF DOMESTIC SCIENCE AND ARTS.

Salt Lake City, Utah, June 14, 1915.

Superintendent D. H. Christensen,

Salt Lake City Public Schools.

Dear Sir: The report of the Domestic Arts and Domestic Science Departments of the Elementary schools for the year 1914-1915 is herewith submitted.

The results of the year's work were as satisfactory as could be expected considering that only half time was given during most of the year to the supervision of the two departments.

Both departments need supervision, the sewing department especially. A teacher who is required to do sewing in her particular grade has not, as a rule, made a specialty of this line of work as has a teacher of domestic science or a manual training teacher. Then, too, from twenty to thirty new teachers, some from our primary grades, others from other cities and towns, come into the grades where sewing is required, hence time must be given to the supervision, not only to instruct these new teachers, but to follow up the instruction given. One is as important as the other, or the results are not satisfactory.

Teachers who have been doing the work the past year have been faithful in carrying out directions. Results have been very satisfactory in most buildings.

Much credit is due to individual teachers for some splendid exhibit work, both in sewing and in cooking, displayed in buildings during the last month or so of the school year. From experience, I know it requires a lot of real hard work on the part of teachers to get up a display of real merit. Time, and lots of it, and energy and lots of that too, are required by principal, teachers, and pupils—all are concerned—to make it a success; and a success it always is—a big success in most cases. But considering all things in all ways, and at all times, I have often asked myself, "Does it pay?"

Exhibits are fine things but are we not making too much of a display about it? And then the display comes generally at the close of the year, or very close to it, when teachers have much to do in the way of examinations and promotions. I believe heartily in exhibits, but let us have less display work—more of the regular work each day, of the individual child, in his or her own class room, with the personality of the teacher, back of it all. A gracious, earnest teacher, full of sympathy, can do much to bring about a closer relationship between the school and the home. Let each teacher realize this great need and let her take it upon herself with the help of her pupils, to

work out in her own class room, in her own way, this great problem. It all lies with the teacher. We must look to her. She knows her pupils better than anyone else, and it is to her that we must turn and beg of her most earnestly to bring the parent to the class room. I am most willing to leave my work in the hands of my grade teachers, with this thought in view.

The teachers of domestic science have done some splendid work during the year, individual teachers especially so.

Meetings were held often during the year and the work discussed in detail. Next year Round Table discussions are planned for, monthly. The individual teacher in turn will be asked to prepare a talk or paper of some kind relating to domestic science work.

After much time and thought a Course of Study in domestic science was prepared for next year. It is practical in its nature; the underlying purpose of the course is to develop the womanhood of the girls in our schools so that they may be able to meet the demands of life intelligently.

A printed copy of the Course of Study will be in the hands of teachers at the opening of school in September.

I trust that the Board of Education will equip the Fremont school with a kitchen and a manual training shop in the very near future. This district, above all others, needs it. Much can be done, not only for pupils, but for the parents of this district. It is my plan to start a mothers' class in cooking in this building as soon as a kitchen is provided. Domestic science teachers, I feel sure, will help me in the work and many problems that are now confronting us could be nicely worked out for the good of the district.

Next year, I shall endeavor with the help of principals to give special supervision in certain districts. The Course of Study will be changed, to a certain extent, to meet the needs of the home. A brief study of laundry work, and where possible the actual work of laundering will be done by the girls.

On the whole, the year just past has been successful and full of interest to me.

I wish to express my thanks to principals and teachers for their loyal support and to the members of the Board of Education and to you, Mr. Christensen, for many courtesies extended me during the year.

Yours respectfully,

ANNA L. CORBETT,

Director of Sewing.

ATTENDANCE DEPARTMENT.

Superintendent D. H. Christensen,

Salt Lake City, Utah.

Dear Sir: I herewith submit my report for the year ending June 11, 1915.

Number of cases of truancy investigated:

	Boys	Girls	Totals
a. Found on streets.....	26	3	
b. Reported from schools.....	163	14	
c. Reported through other sources.....	8	0	
Repeated truancies	49	2	
Totals	246	19	265

Number of cases of absence investigated:

a. Found on streets.....	44	0	
b. Reported from schools.....	148	78	
c. Reported through other sources.....	15	14	
Totals	207	92	299
At home on account of sickness.....	90		
On account of poverty.....	82		
Kept at home to do errands and odd jobs..	127		
Totals			299

Number of children attending no school:

a. Found on streets.....	89	3	
b. Reported from schools.....	136	61	
c. Reported through other sources.....	67	42	
Totals	292	106	398
Exempt by certificate.....	184		
At home on account of sickness.....	33		
Moved from city.....	20		
Over sixteen and under eighteen years of age	27		
Moved from address given, not located.....	2		
Completed the eighth grade.....	9		
Placed in school.....	123		
Total			398

Number of certificates of exemption granted:

a. Where mother is a widow.....	39	8	
b. Where mother or father is an invalid.....	19	6	
c. Temporary certificates granted on account of illness	25	4	
d. On account of physical or mental condition, certified by competent physician.....	9	5	
e. Completed the eighth grade.....	11	2	
f. Orphans	5	1	
g. Deserted by father or stepfather.....	8	2	
h. Poverty	10	4	
i. Miscellaneous	25	1	
Totals.....	151	33	184
Certificates extended			13

Period covered by certificates of exemption:

	Boys	Girls	Totals
For the entire school year.....	45	15	
For half of the school year.....	36	8	
For two or three months.....	19	3	
For one or two months.....	23	7	
For one month or less.....	28	0	
Totals.....	151	33	184

Notifications of requirements of law:

	Employer	Parents	
a. By letter	4	72	
b. By personal visits	46	711	
Totals.....	50	783	833

Number of homes visited:

	Re-visited	
a. For truancy	131	39
b. For absence	191	47
c. For non-attendance	322	63
d. For miscellaneous offenses	67	7
Totals.....	711	156
		867

Number of children placed on probation.....	43
Number of children placed on probation and reported.....	24
Number of cases referred to the Juvenile Court.....	63

Disposition of cases referred to the Juvenile Court:

a. Committed to the Uintah Training School.....	12
b. Committed to the Uintah Training School but sentence suspended	15
c. Committed to the State Industrial School.....	8
d. Committed to the State Industrial School but sentence suspended	5
e. Committed to the Girls' Home.....	1
f. Placed on probation	22
	63

Number of complaints issued against parents for violation of school law:

Imprisoned	2
Under suspended sentence	2
Warned by the Court.....	11
	15

Number of visits to schools during school year.....	344
Stores and factories visited.....	129

Miscellaneous cases investigated:

Smoking	20
Drinking	8
Stealing	26
Profanity	6
Burglary	16
Destroying and defacing property.....	27
Incorrigibility	17
Moral depravity	6
Minor offenses	50
	176

Respectfully submitted,

ALMA C. CLAYTON,
Truant Officer.

Extracts from Principals' Reports.

EAST HIGH SCHOOL.

At the beginning of this first Annual Report of the East High School, surely a reference to the splendid structure which made the existence of the institution a possibility will not be inappropriate. Indeed, it seems quite fitting for although the Board of Education spared no trouble or expense in its efforts to make this building the embodiment of the most up-to-date ideas of school architecture, yet the general public awaited with keen interest the test of actual use. Permit me to say that it has proved to be very satisfactory in nearly all respects and disappointing in but few.

As a whole, the work of the classroom has been well done and the high standards of the school maintained. For this, chief credit is due to our efficient corps of teachers. With few exceptions their work has been characterized by thoroughness and devotion to the interest of the pupils. The exceptions are to be attributed for the most part to lack of force or personality, though in some instances, want of experience and professional spirit were important factors. These facts are pregnant with suggestion. Scholastic excellence, though essential, is not the only requisite for a successful high school teacher; force, experience and personality are equally important. Furthermore, since the all around development of the pupil is the ideal of our educational system, it follows that the true teacher is no less a moulder of character than an instructor of the mind, and surely all will admit that the former function is the more vital both for the well-being of the pupil and the welfare of the community of which he is a part. There is a trite saying that a person cannot teach what he does not know, but is it not equally true that he is just as powerless to develop in others those qualities which he does not possess? Certainly these considerations should have much weight in the selection of teachers and especially for the high school.

In addition to these qualifications the teacher, in order to do the most efficient work, must have a sympathetic understanding of the pupil's life outside the classroom. Obviously in a city system a teacher knows but little of those dynamic forces in the development of the intellect and character,—heredity and environment—without

conscious, earnest effort to understand the capabilities and limitations of each individual under her direction. It was to overcome this deficiency, as far as may be, that the Advisory System was put into operation in our school a few years ago. The results have justified its existence, and especially during the past year. It has furnished information of aids to be utilized and difficulties to be overcome in individual cases that has been invaluable. So far it is the best means devised for bringing the home and the school, the parent and the teacher, closer together. It seems highly desirable that it should be retained as an integral part of our school organization, since the conscientious parent and the capable instructor alike recognize its possibilities in dealing with the difficult problems of adolescence.

The complexity of these problems and the necessity for patience, tact and understanding in their solution, make high school work peculiarly exacting. Probably this fact explains why some teachers who have been very successful in handling younger pupils are unable upon taking up high school work to secure as satisfactory results. In no phase is this more apparent than in maintaining discipline, for high school discipline stands of necessity in a class by itself.

This follows from the fact that the youth of high school age is in a transition period. He has some of the instincts and aspirations of maturity and naturally resents the restraints of imposed authority whatever its source may be; on the other hand, he still has many of the characteristics of childhood and, therefore, for his own best good needs to be governed. Now one and then the other of these contradictory and opposing groups of forces is in the ascendant, complicating all phases of high school work, but particularly the governmental.

In accordance with the policy of the past, all legitimate student activities have been fostered and encouraged at the East High School. That such is the proper course is recognized by all who understand the needs of developing youth. Indeed, the demand for such activities has a deep significance, for the qualities essential to success in the various lines,—courage, concentration, persistence, initiative, self-reliance, sound-judgment, self-control, and team work,—are the indispensable requisites for achievement in the practical life of the world.

Inspired by the success of last year's team, some of the older pupils took up the work of debating with much enthusiasm. A club of about sixty members was formed, but owing to the fact that it was impossible to find a time during school hours when the club as a whole could meet, comparatively little was done in actual debating. Nevertheless, it is probably true that the organization served a useful purpose in arousing interest in this particular line. At all events, the debate work of the English and history classes was unusually satis-

factory. Later a team was formed that made a very creditable showing in the inter-scholastic series. In fact, it was only defeated,—and that by a very close decision,—by the Grantsville team that finally won the championship of the state.

In oratory the achievements were even more gratifying and show that interest in public speaking has made material gains. At the annual contest held in February the D. A. R. and S. A. R. medals were won by Rosella Mantle and Heber M. Sevy respectively. The Stephen's Medal Contest, likewise, resulted in a signal victory for the East High School. In this case Marion C. Nelson and Anne Newman were the successful contestants. High rank in extemporaneous speaking was secured for the school through the splendid efforts of Russell M. Ihrig who carried off the district championship.

The dramatic work of the school commanded more than usual interest and very substantial progress was made along that line. The public exhibitions of the Dramatic Club and the modern language classes were so creditable as to elicit much favorable comment. Doubtless the possession of a beautiful and commodious auditorium was an important factor in these results. Yet it is but fair to regard the work of the past year as only an earnest of what may be expected when suitable and permanent stage equipment has been provided. That this will be done in the near future is the confident hope of all connected with the school.

The work of the other student organizations—the band, orchestra, rifle corps, and cadet battalion, has been satisfactory. However, since their worth has been demonstrated so frequently, a passing mention of their efficiency will suffice.

This report would be quite incomplete without some reference to the excellent work in physical training under the able direction of Miss Stewart and Mr. Fitzpatrick. For the first time gymnasium classes for both girls and boys have been maintained during regular school periods. This was possible because the building has two gymnasiums,—a condition that has done much to facilitate physical training. However, the best results cannot be secured until the general public realizes more fully its importance.

Thanking you most cordially for your confidence and support, I respectfully submit this report.

IRA D. TRAVIS,
Principal.

WEST HIGH SCHOOL.

In many ways this first year of the West Side High School has been a successful one. I am surprised that the year has passed with as few annoyances and hindrances as we have had.

I was greatly surprised to find at the opening of school this year that we lacked for room. A school of 1,700 had occupied this plant (plus the Science building, now the Monroe), but after the teaching force was diminished by 20 we found the buildings inadequate in some respects for 1,000 pupils. Compared with the previous year there were 700 pupils and 20 teachers fewer, but while we had lost 20 teachers we had lost only 15 rooms in the Monroe. The greatest handicap came in the inadequacy of room for assemblies. In assemblies we were obliged to put 1,000 pupils and 50 teachers in a room planned for the comfortable seating of 470. It meant that we had to put three in each seat intended for two and ask 350 to stand. Frequent gatherings of pupils were, therefore, impossible. This does not come up to my ideals of a school of this character. I believe general assemblies should be frequent, and of course, in comfort to teachers and pupils alike. A crying need, therefore, is for an assembly large enough to hold 125% of an estimated maximum enrollment, if not a new building of some pretensions which would include such accommodations.

Our school maintains four general lines of work: (a) academic; (b) commercial; (c) technical for boys; (d) domestic science and arts for girls. This seems to me to be a very fortunate arrangement. It furnishes a larger bill of fare and therefore he who sits at our table may find not only something to his liking but surely something suited to his needs. No one need go away hungry because it is "without money and without price" except the price of energy and good intention.

Debating. This was entered into by a far smaller number than ought to have undertaken it. Nothing better than debating can be found to develop oratory, argumentation, poise, self-control, and initiative. Each debator and the coach were presented with a suitable emblem expressive of our appreciation of his efforts.

Dramatics. One of the most gratifying successes of the year was our effort at dramatization of the pleasing play, "The Rivals," which was given at a downtown theatre with good financial results and much favorable criticism from competent judges.

Millinery. Work was begun in Millinery this year. The results were very satisfactory.

Continuation Cooking. During the year classes from Saint Marks hospital have taken courses in cooking as relates to sick and convalescent dieting.

Reality in Domestic Science. Domestic Science calls for reality of teaching as does the industrial branches for the boys. As far as

possible, the milliner, the dressmaker, and housekeeper should know shop and real economic conditions from experience.

Advisory Work. The work of the advisory group system has been quite satisfactory. This work is one that develops as time goes on and its possibilities revealed. Teachers must grow into it. Practically nothing else helps as much in discipline for the school generally as this system. There are further possibilities which will be employed.

Technical Courses. The courses in technical instruction have been outlined and formulated in a specific way. The same may be said of Mechanical Drawing. The general spirit of the latter is that after instrumentation and lettering are fairly well in hand further instruction in the Mechanical Drawing is given in connection with the shop subject pursued in course, and where practicable this instruction is given by the instructor in the shop subject.

Technical Shop Subjects. The usual projects in the cabinet shop and turning room were undertaken and finished in a way which denotes commendable progress in the development of instruction there.

Progress was made in the machine shop beyond previous years. The making of parts for apparatus in the Physics Laboratory was continued and other projects undertaken and completed. Some pretentious projects begun this year will be completed soon. Among the important projects undertaken and completed was a gasoline engine made from rough iron castings purchased from the manufacturers. The blue prints of same were secured and we hope to make the patterns, mould the castings, and make the engine complete another time.

Parents' Visiting Day. Parents' visiting day which we hope to perpetuate was held May 6th with good results. Probably 500 parents visited the school and observed those forms of work and exercises in which because of their children they were particularly interested. Luncheon was served, special exercises in physical education for both boys and girls were planned and cadet drill at close of school ended the day.

Extra Use of Buildings. Our buildings have been asked for and privilege of occupancy conceded by the Board of Education in certain instances. I do not believe, however, the buildings, school furniture and equipment should be used by those outside the school without immediate supervision of some one appointed by the school.

Discipline and Spirit in the School. The discipline during the year has been good. I am particularly grateful to parents and patrons for their hearty and generous support in this matter. The spirit of the school has been high above reproach, commendable, beautiful.

I should not close without expressing my very great appreciation of the encouragement and hearty support for the good of the school of all those above me—Board of Education, Superintendent, and yourself.

L. M. GILLILAN,
Principal.

BONNEVILLE SCHOOL.

The age and grade distribution report in this school shows that fifteen pupils in one hundred are over-age for their respective grades. The greatest number of retradations is to be found in the second and eighth grades. Most of the retarded pupils of the second grade are children who are improperly nourished and are surrounded by poor home conditions. In the eighth grade, irregularity of attendance has been the chief factor in the retardation of pupils.

Awakened interest on the part of patrons in this district in the educational progress of their children is evidenced by the fact that the children are being sent to summer school to make up their deficiencies. Specially promoted pupils and those who have made up back work in summer school show an earnestness of purpose and a desire to lead their class and this exerts a wholesome influence on their fellow pupils.

E. W. FRASER,
Principal.

BRYANT SCHOOL.

Eight per cent of my pupils are over-age, the majority being in the fifth and sixth grades while the lower and higher grades are almost normal. Less than three per cent are more than two years over-age and most of these have been detained a year or more because of serious illness. The most serious problem in connection with over-age pupils is found in rooms where a considerable number of such are enrolled. Where only one or two such persons are found the situation is more easily handled. By this I mean to say that the class moves faster and those of normal age seem to lose nothing by the presence or one or two over-age pupils who are not more than two years over normal. But put a considerable number of over-age pupils in a room and the work is dead and heavy and spiritless. Even the quicker pupil feels it and often gives way to the environment and slows down to a snail's pace. Now and then, it is to be observed, an over-age pupil does exceedingly good work and for the purpose of this discussion is not to be considered.

There is a group of over-age pupils that is not being reached very effectively. This type includes the boy who is not inclined to study,

to whom text books are not attractive and who feels that school is a bore. Such persons sometimes come from homes providing a wide range of advantages which seems to complicate rather than simplify matters. Deportment is often good but application ranges widely. It has been observed that these persons frequently excel in some particular, such as physical or mechanical skill or the ability to find paying jobs all of which are very necessary in practical affairs and highly commendable. But their school work is poor. They do not respond to the opportunities provided. Some such boys will work, however, in the shop for considerable periods of time with the greatest delight and profit and would do it every day if they had a chance. If they were to go to the shop every day there should be an adjustment of class room requirements. The regular teacher protests that it is unfair to her work to detain the boy in the shop for several hours a week and then hold him to all the requirements of the class. She will readily point out that such persons bring down class averages and that had the boy been in regular attendance he might at least have learned a little. If backward pupils are given large opportunities in shopwork and thereby lose much class room time, they should not be obliged to take the tests and meet the regular requirements of regular promotions.

A good solution would seem to lie in centering such pupils in one building providing the necessary facilities to care for their particular needs. The course of study could be adapted to them and it might be assumed that their elementary school work could end in such a class.

A. B. KESLER,
Principal.

EMERSON SCHOOL.

While crowded somewhat the general conditions in the Emerson School during the past year have been favorable to the progress of the pupils. Almost throughout the year the attendance has been exceptionally good. Never before in the history of the school has discipline been so easy a problem both within the school and from the outside. Two boys returned from the Industrial Home at Ogden have so yielded to the wholesome influences of their surroundings that they are proving themselves capable and ambitious. This condition I attribute to the efforts of a united, sincere and energetic corps of teachers. Seldom have I known an equal number of co-workers in the same body where the spirit of each was so manifest for the success of the whole. This spirit has created an atmosphere of cheerfulness and happiness in the building which has been reflected in the children with the result that friction with patrons has been almost unknown.

Our Parent-Teachers' Association under the leadership of Mrs. Lucile Young Reid has been a marvelous success. The interest and attendance have been such as to make it necessary to hold the meetings in the evening and outside of the building. For this purpose the members of the Le Grand Ward have very generously tendered the use of their chapel, rent free. At no time has the spirit of these meetings been antagonistic to or out of harmony with the policy of our public school system or organization. The subjects discussed have been such as: The Value of Domestic Science in the Schools, The Defective Child, The Physical Welfare of Children, Books and Story Telling Around the Fireside. Competent and earnest speakers have given addresses at every meeting.

One of the most helpful features of our school has been the ungraded work which we have done. Two months before the close of school I asked you to furnish us with an extra teacher for ungraded work in primary grades. Your prompt response to this request enabled us to promote a very large per cent of our pupils. Ungraded work in our grammar grades throughout the year is enabling us not only to bring up to grade the slow pupils, but to make many special promotions among the more forward pupils.

The per cent of subnormal pupils in the Emerson School is very small. The over-age pupils, too, are few in number. What we term mid-year classes are comparatively small. It is quite noticeable that the majority of our over-age pupils are not slow, but in most cases are behind in school work because of some circumstances in the home which have been a drawback. A number of boys and girls have come from the country where school opportunities were poor, but such children are as a usual thing ambitious and make very rapid progress.

The growing interest in nature work is telling on the general character and intelligence of our children from the kindergarten to the eighth grade inclusive. The trees in our yard have attracted many birds which condition coupled with field excursions by teachers and pupils has afforded opportunity for the study of the habits and life of our birds. Much of our language work has been based on the child's own observations of our birds, insects and wild flowers, all, of course, under the guidance of the teacher.

The boy scout movement has created a desire among our boys for domestic science. In all cases where the time of the domestic science teacher permitted and where the deportment, application and class standing warranted it our seventh and eighth grade boys have been permitted to cook. This has proved to be very popular with parents and in no case have the boys abused their privilege. On the same conditions, deportment, application and class standing, a number of girls have been permitted to take manual training and the results

have been equally satisfactory. In this departure from the usual in the case of both boys and girls efficient and careful work has been done.

The increased interest in home reading and library work is one of the gratifying features of the year's work. The new branch library at Sugar House Station has been very helpful. A careful record of all home reading has been kept by pupils. One of the most pleasant features in connection with this work was what we termed our library hour when children gave oral reviews of books which had been read by them. All of this work has been carefully directed and supervised by teachers. The interest in current literature, too, has been very manifest. Many of the children have given evidence that the efforts of teachers along this line have been well and profitably spent.

While I have given particular mention to these features of our school I am equally satisfied that our children have received an all-round development and that no part of the child's education has been neglected that any one feature might stand out more prominently.

MARY DYSART,
Principal.

FOREST SCHOOL.

This school opened in September with an enrollment of 619, sixty-nine more than enrolled on the opening day of the preceding year, and the increased number by the end of the week caused such a crowded condition that it was apparent that relief must be provided. This was finally furnished by the opening of the two-room building located at the corner of Simpson and Walnut Avenues which had not been used since the erection of the new building. Although another was employed at this time our enrollment per teacher has been the heaviest in the system, averaging over forty.

Our boys continued to go to the Hawthorne for manual training, a distance of nine blocks, until the close of the spring vacation when this inconvenience was obviated by the erection of a portable building on our grounds, one room of which was fitted up for a shop. This gave the older boys more time for their work and also made it possible for 5A and 5B classes to have the advantage of the shop. These boys in the last mentioned grade were delighted and each one finished a simple problem.

We hope next year to have a kitchen, as the distance to the Hawthorne is too far for the girls, especially in bad weather. This would mean another portable building but we are much pleased with the one we have. The rooms are light and airy and are ideal for either shop, kitchen, or class room.

We have given much time and thought to the over-age problem in the last five years but with the increasing transient element in this part of the city it becomes more serious each year. The age and grade distribution for next year shows the greater number of over-age pupils in seventh and eighth grades, and this means that in all probability we will be able to keep them until they are promoted to high school. The next larger number is in fifth grade and is a cause for greater anxiety as the boys become discouraged and wish to drop out.

DELLA PENDLETON,
Principal.

FRANKLIN SCHOOL.

The over-age pupil furnishes a very interesting study. While all over-age pupils are alike in that they are all pretty much a misfit in a class of younger children, still close analysis reveals a striking difference between them individually and they really arrange themselves into well defined groups, each group having rather specific causes for its over-age condition.

The first group is represented by the pupil who seems to have inherited the inability to unfold mentally as rapidly as the normal child. He gives the least promise of all the over-age classes for the elimination of his own over-age condition by any help the school may be able to give or suggest.

Any child's progress in school depends upon two main factors—(a) the mental alertness and power which he himself is able to contribute and (b) the stimuli, direction and environment provided by the school. It follows then that where one child cannot supply his portion of the elements necessary for his own progress in school, he must necessarily fall behind another who can, even though the school may furnish equally favorable conditions for both. The school cannot supply the deficiency in the child's contribution. Such a child is bound to become more and more over-age the longer he continues in school.

Just whether anything more can be done in our schools than has been done in the past to advance this type of child at a more rapid rate than he has been moving I am not able to say. I confess my inability to see any prospect of our eliminating entirely his over-age condition if he attends the same school and classes as do normal children. The deficiency is his. He can respond but feebly to stimuli or conditions prepared for him, and we have no means of adding to his power to make such response.

Of the different types of over-age pupils in the Franklin this one predominates, as I see it. These children have received very much more than their proportion of the time and energy of their own teacher

and in addition have almost monopolized the time of the teacher of the ungraded room, and yet their growth has been anything but satisfactory. They can make progress but slowly, and it seems that no amount of attention from a teacher can increase that rate. In fact I am now convinced that in the past, out of charity to the retarded pupil, I have permitted much of the time of the ungraded teacher, whose services are so valuable to a child with mentality normal or above, to be largely sacrificed in this barren field.

I have tried grouping these pupils together and placing them in a room by themselves so that each child would be in the same general environment which he himself tends to create. The results were not very encouraging. The effects of this grouped stupidity seemed to be cumulative. Each child saw from the others only the same meager and inefficient results which he himself was able to produce. These inadequate products soon tended to become the standard of the room and the pupils were prone to regard them as normal and satisfactory. The absence of the stimulus which arises from seeing the product of other pupils' work more efficient than their own was painfully evident.

The second group is represented by the child whose development has been retarded because of some physical ailment such as, poor eyesight, poor hearing, adenoids, bad tonsils, etc. In their inability to make satisfactory progress in their lessons they are very much like the first group mentioned above, and without rather careful observation by a specialist might easily be mistaken for the same. The similar lack of progress in their lessons, even with good school attendance and application, as well as the similarity in the product of all other mental activity is very striking in both classes. However, in the latter class improvement in school work is usually noted very shortly after the physical defect is removed. The solution of this portion of the over-age problem seems to be found in a system of medical inspection so organized as first, to detect these physical ailments where they exist; second, to convert the parents to the necessity of having them removed; and third, to provide the necessary medical assistance at public expense where parents are not financially able to bear the burden.

The third group of the overage pupils may be classed as the motor minded. The avenue of approach to awaken and develop their mentality seems to be very largely through some sort of motor activity. Their make-up is such that they cannot respond adequately to hearing things told or reading things from books such as constitute the chief methods of instruction in the regular class room. They therefore cannot progress along with the average normal child who can respond to such stimuli, so they are retained occasionally and become a part of the general group of overage. These children, how-

ever, are in no sense dullards. When placed in an environment where the motor activities find free play they show no signs of inferiority. On the other hand, they in many cases show superiority. A considerable portion of our children who seem slow in the ordinary work of the class room really excel in the manual training shop or domestic science kitchen, as well as in the ordinary class room work, which has its basic work done in the shop or kitchen.

The solution to the problem of eliminating this type of overage pupil would seem to be found in a special school so equipped and conducted as to make adequate use of the child's motor activities. Such a school, I believe was projected during the year just closed but unfortunately the plan was never brought to maturity. If this kind of school were once established I believe its utility would be so apparent that it would immediately become recognized as a necessary and important part of our general school system.

A fourth type of the general class of overage pupils is the one who is normally intelligent and apt on general principles, and may even show brilliancy in some one direction, such as literature, art, music, etc., but who seems to be deficient in one special direction such as in mathematics. In the system under which we are now organized where a pupil must reach a certain prescribed minimum standard of efficiency in all prescribed subjects, such a pupil is often retained because of this special deficiency and therefore immediately becomes one of the overage group.

While this type is not so common perhaps as the first three mentioned above, still they are sufficiently common to warrant very careful study looking to some means of correcting this inelasticity in our promotion system which is responsible for a retardation in some very promising minds. The remedy it seems should be sought in the field of a reorganization of our promotion system to the end that a deficiency in one subject shall not rob the child of the right to develop in other lines as rapidly as his capabilities will permit.

A fifth group of overage pupils is that considerable number of good metal caliber whose attendance at school has been very irregular because of personal illness or sickness or misfortune in the family, and who, therefore, have failed of promotion several times. This is a condition for which, in most cases, the school is in no wise responsible. The child is a victim of circumstances over which the school had no control and the school can do but little to obviate such retardation so long as the contributing causes continue to operate. If, however, the attendance can be made regular the ungraded room can at least partially be made to come to the rescue.

There is still another class of the overage pupils, children from migratory families who pass from one school system to another so

often as to interrupt seriously adequate continuity of application along certain lines and toward definite ends. In their relation to the school, however, these children present very much the same problem as do those of the last group mentioned above. The school is no more responsible for the predicament of the one group, than for that of the other. In the one group as in the other, however, the ungraded room can be made a partial solution to the problem these children present.

F. N. POULSON,

Principal.

FREMONT SCHOOL.

I submit the following tables for your consideration:

Table of Special Promotions Made During the Year 1914 and 1915.

GRADE	AGE														Total Under Age	Total Normal Age	Total Over Age	Grand Total
	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
First			3	3			2	1		1	1	1		1		3	10	13
Second			1	5	3	2	3	3		1				4		9	13	22
Third			5	5	3	7								3		13	10	23
Fourth				4	5	10	5	6	3							19	14	33
Fifth					4	1		1								5	1	6
Sixth						8	6	2	2	1					8	11	19	
Seventh																		
Eighth																		
Total Under Age																		
Total Normal Age		1	13	12	8	14	1	8								57		
Total Over Age				3	2	12	9	6	12	3	3	1	8			59	116	
GRAND TOTAL																		

You will note that none were under normal age and that a majority were overaged. 17 of the above were Greeks 12 to 20 years of age. Although we have thus made specials of about one-third of our pupils, we were unable to reduce the number overaged more than 2%, since last year. 69.9% of our pupils were new to us this year; and, gen-

erally, these were overaged. In a few cases we have promoted unprepared, overaged pupils to keep them in school.

It is ruinous to hold children to the mechanical memory work, when they have passed the memory age. No boy of 13, or more years, should be prodded out of school because he finds it difficult to learn the multiplication tables, or because he is confused in his spelling. Such generally leave school, with little knowledge of the country in which they live, or its history, or of the laws of sanitation and health of their own bodies.

Every child has the right to work under the most favorable and congenial social conditions. The work must be adapted to the mental age of the child and his aptitudes. We have no right to set up a class standard and do wholesale mass work regardless of the age and mentality of the pupil. It is the teacher's business to stimulate the individual child to the maximum development of his powers, and not to the maximum of some much brighter child. We must recognize the fact that a majority of the children of the masses are not maximum in intellect; but are motor-minded and capable of surprising development in the lines that lead finally to vocational work. This is the lesson of German efficiency we are so slow to learn.

TABLE OF RETENTIONS MADE DURING YEAR 1914-1915.

Grade	AGES										Totals
	5	6	7	8	9	10	11	12	13		
1		11	11	3	2						27
2			1	3							4
3					2						2
4					1		1				2
5											
6										2	2
Totals		11	12	6	5		1			2	37

More than three times as many specials as retentions. Only two of the above were overaged. Three-fourths nearly, in First Grade, and two-thirds under 8 years of age.

Only three boys (12, 13 and 15 years of age) were given permits to work; because mothers were widows in poverty. One of these joined the navy.

Only three boys were eliminated from school. Two of these were 16 years of age, and the third, 13 years of age, was taken by the Juvenile Court for a street misdemeanor.

We had 315 pupils belonging at the end of the 8th month.

We had 303 pupils belonging at the end of the 9th month.

We had 303 pupils belonging at the end of the 10th month.

The last month was our best month, with 96.1% in attendance.

We have not been humiliated with the tests send from your office, though we spent extra time on the motor-manual work.

I have given the figures and facts—let him who will draw conclusions.

I wish to thank you for suggestions made, and encouragement given in this unprecedented work, with these children who need so much and need it so quickly. To-morrow necessity calls them (mere children) to the hard grinding tasks of life (or a worse fate) with its terrible competition and meager sustenance.

E. S. HALLOCK,
Principal.

GRANT SCHOOL.

The change in the boundaries of the district, and the shifting population have made it difficult to obtain accurate statistical data looking to the solution of the question which is confronting school authorities, namely; retardation and elimination.

An effort has been made to create and stimulate the reading habit by use of library books, and by having pupils read and discuss current events in the class rooms.

The coming of the Liberty Bell furnished opportunity for the 8A pupils to look up historical data in relation to it, and to present those facts in prepared talks in the several class rooms through the school. This had the effect of creating added interest in the reading of history, both on the part of the listeners and the speakers, and a desire to see the Liberty Bell, when in our city on its journey to the Panama Pacific Exposition.

The efficient work of the school nurse is largely responsible for the improved health condition of the children. While a few cases of contagious diseases have prevailed, they were detected in the early stages, and the work of the school but slightly interrupted.

W. D. PROSSER,
Principal.

HAMILTON SCHOOL.

We have found it possible to study the war impartially, and have kept our current events bulletin boards covered with pictures and comments that reflect views from every angle without so much as a hint of unpleasantness resulting. We have proven that our most nearly untamable boys could, in one short year, be developed into the most ardent of bird lovers, ready to throw their hats into the ring at the mere suggestion of an attack upon their little feathered friends. Early in the year we formulated the year's program for our Parent-Teacher Association meetings, and to our own surprise carried it out to the letter,—thanks to the cordial support of the good men and women who accepted assignments on that program. We have had one distinct grief—we hoped for a new building, or at least for adequate accommodations for our manual training and domestic science departments and for the children in rooms four and seven, but our hopes seem less near realization than they did months ago. Now we are going to test the truthfulness of the adage which says that all things come to him who waits, and be patient.

Speaking in general terms, we have tried to so plan our work as to keep it well balanced, remembering that there must be enough of the common to give substance, of variety to give zest, of the unusual to give spice. Pupils and teachers have worked easily and profitably. Harmony and kindness have always been in evidence on the playground and in the schoolroom.

If we have given more than usual attention to any one phase of our work, it has been to the study of our classification. An examination of our reports will show that so far as numbers are concerned, we have kept well balanced, no teacher having many more nor fewer than another. A study of our classes will show that in each there is about the same relative number of strong, satisfactory, and weak pupils, and that each possesses its average and much retarded numbers as well as those under age. It is with the overage pupils that we have our greatest problem, that of so disposing of these retarded and exceptional pupils, as to make them more nearly average members of their classes instead of exceptional members.

Two classes of pupils were handled in the special department—those whose progress was below normal and who needed help in order to keep up, and those strikingly strong pupils who possess ability to make more rapid progress than can the great average.

In the first class are two clearly defined types. There are the plodders—faithful pupils they are, indomitable workers, but who lack either in mental ability or in not being adapted to scholastic pursuits. It is often pathetic to witness their efforts to keep abreast their

more successful classmates. For these the special teacher is a veritable god-send, as individual help is the straw to which they must cling if they are to secure promotion. Then there are those frivolous, indifferent shirkers—fortunately very few in number—who are never up with their work and upon whom the combined efforts of school and home have frequently little effect. With these the time of the special teacher is not profitably employed. All that they desire is to "pass," which they usually just manage to do, and the value to them of a wide margin is not equal to its cost.

At present there is another class of children which requires special attention, the defectives and subnormals. I think it is quite unfortunate that these children must be handled with normal children. They require so much time and such different treatment as to materially limit the opportunity of the normal children in the same class. Of this type we have eleven in the grades up to and including the 4A. Those who are above the second have been moved along because they were social misfits in lower classes. These children are an unprofitable burden to a teacher who is responsible for the success of perhaps forty normal children associated with them in the same class.

It appears, therefore, that the special department may be made extremely profitable by operating it along two lines: that of assisting pupils who have energy and ability to make special promotions without serious loss, and that of assisting the hard-working persevering plodder in his efforts to keep up. If this plan is followed consistently the special teacher will have all she can do without the work with the defectives. Work with them will overload the department by giving it too broad a field and thus dissipating the teacher's energy. Twelve or fifteen of them are enough of themselves to occupy the full time of a special teacher.

We have fully twenty-five who will require almost constant special help if they keep up, and probably fifty who need it. Then we have at least as many who, with a little encouragement and help can cut their grade work down to seven or seven and one-half years and yet finish fully as strong because of the opportunity to form the habit of working up to their capacity instead of forming the habits of indifferent attention while following the pace of the "average" pupil.

It is along these lines that we expect to concentrate our attention next year.

HAROLD J. STEARNS,
Principal.

HAWTHORNE SCHOOL.

The aim and purpose of our school is to help our pupils not only to efficiency in their studies but to helpfulness to others, self-reliance and self-government. In pursuing this aim, we place upon the boys and girls, in both their social and scholastic life, all the responsibility that is possible and we are often surprised and gratified that they show themselves so capable.

One of our yet unsolved problems is the overage boys and girls who, in our social life, in manual training, and domestic science, are so efficient but who, on account of sickness, retarded development, or other causes, are in classes where the work is within their comprehension and ability and who are thus misfits in age and social environment; being so placed they lose heart and urge their parents to allow them to leave school.

As I see it, one of the most urgent needs of our system is a vocational and ungraded school combined that would give full scope for the physical and mental activities of these boys and girls and help them, through lines of least resistance, to the goal of their highest individual possibilities. They may not make highly intellectual citizens but they should be given the opportunity to become highly useful ones.

The visits of the nurse and her careful inspection prevented, many times, the spread of diseases that otherwise would have resulted in prolonged absences at the best.

The social life of our school is a most interesting feature, each room having at least one party during the year, either by itself or in combination with another room, and how the pupils do look forward to the time when it's their turn! We try to make these events an opportunity for many lessons that we can not teach in school.

The Hawthorne patrons are a royal people. Their support is unfailing and we would be a worthless body of teachers if, with such support we did not give to the work our very best efforts.

Some one has characterized our ideals as of two classes—light house ideals, which must forever remain beyond on our horizon and candle ideals, the ideals of possible attainment. We feel that many of the lesser ideals have been attained in the work of the past year and, with our faces to the sunshine, we shall press on toward those of greater magnitude.

ELIZABETH V. FRITZ,
Principal.

IRVING SCHOOL.

At the beginning of the school year we had two B classes and about thirty retained pupils classified in B classes. During the first month plans were made so that Class B, Grade 2 with eleven pupils and Class B, Grade 5, with twenty-seven pupils should cover the fundamentals of the subjects within the two semesters, so as to be classified as A4, and A7 at the beginning of the school year for 1915-1916. Twenty-five of the thirty retained pupils were given a trial in A Class of the grade they should have made. At the close of the school year we find that our classification for September 1915, shows all A classes from 1st grade to 8th grade inclusive, and 90% of the pupils normal age.

In November, we suffered a smallpox epidemic which quarantined about 100 of our pupils, 35 of our pupils having the disease. About 60 children were vaccinated, many of them having very sore arms. A few remained at home because of fear. So with the epidemic, vaccination and fright, about a third of our pupils were absent from six to nine weeks. After a careful consideration of each pupil's case and consulting with you and the supervisors, we decided not to cancel our plans for grading the school. Much credit is due the teachers for their sincere interest and untiring efforts to overcome all loss occasioned by the epidemic. They were exceedingly generous with their time before and after school sessions. Parents co-operated with us splendidly, and, any time, early or late that we planned to give the children the work they had not covered, parents saw to it that their children could be present at the time assigned.

Sugar House is a most delightful civic center. With the new Branch Library opened last November, the substantial business blocks erected, and so many general improvements made, a progressive civic pride has permeated the center, and this has been a great resource to us in our teaching of Civics.

OLIVE FERRIS,
Principal.

JACKSON SCHOOL.

The work of Miss Sue W. Corbett, who has had special charge of the ungraded work, and other teachers who have spent a part of their time while their own pupils were engaged in manual training and cooking, in the ungraded work is highly satisfactory and reflects much credit on those who worked so earnestly in helping the bright pupil to advance more rapidly and the slow boy and girl to keep up with

his grade. The ungraded room is a necessity in any school of ordinary size.

During the year we have enrolled 1,025 pupils, of these 87 have completed the eighth grade. The total belonging at the close of the school year is 716. Of this number we have had pupils overage in grades as follows: First 3, second 5, third 6, fourth 25, fifth 18, sixth 13, seventh 10, and eighth 13, making a total of 93 overage. On investigating causes we find that a number of these cases are caused by absence on account of illness, some lack of mental capacity and others on account of home environment. With the establishment of the ungraded room and special schools, for the backward boys and girls, this problem of overage pupils will be practically solved so far as the elementary schools are concerned.

In one corner of our garden we established what we called an experimental farm, in this piece of ground we planted different kinds of grains, sugar beets, pumpkins, corn, and many other kinds of seeds commonly known in our state. The teachers talked much about the different crops raised in our state, especially the dry farm and the good done by the many rains of this spring.

These talks by the teachers caused the children to note the growth of the dry grain, or winter wheat as it was labeled.

We have had comparatively no trouble in finding teachers, who are interested and willing to make a reasonable sacrifice for the sake of this work.

Our building should have better facilities for heating the rooms in cold weather.

WM. S. RAWLINGS,
Principal.

JEFFERSON SCHOOL.

The more frequent visits of the school nurse this year have been conducive to the welfare of the school, but we should be very appreciative if you could use your influence to bring about daily visits of the nurse. It would not only be a greater factor in suppressing contagion, but it would likewise help keep up our attendance. The people, generally, would be pleased with the change from tri-weekly to daily visits.

May I emphasize again the desirability of some clerical help for the principals of the city? I feel sure that we should all come up more nearly to the ideas expressed by Dr. Cubberley in his talk before the principals at their regular meeting in May, if this assistance were provided. This may not be the opportune time, on account of the threatened shortage of finances, to speak of such matters, but the fact remains that the Board of Education pays too much for the

clerical work which the principals are called upon to do, i. e., this part of the work could be done by people who command a much smaller salary. The gain in efficiency to the school system would more than compensate the extra amount necessary to pay for this work. I believe this will be very apparent to you and that I need not recapitulate the many various items, reports, accounts, etc., that swell the sum total of the work which principals now do, nor to dwell particularly upon the things that they do not do and which really are compelled to be left undone.

Our annual age report at the Jefferson school shows that the per cent of pupils who are of normal age is eight per cent better this year than last. I attribute this fact, in part, to the employment of an "ungraded" teacher for assisting the backward and also the really ambitious pupils, for we have had about fifty or sixty special promotions this year. We need more help in the ungraded work and could use profitably one teacher for primary and one for grammar grade work. Recurring to the "overage" problem: We are still too high, having recorded 13.1 per cent as overage. There is a tendency which should be minimized, I think. That is the idea of promoting on account of age or some social conditions. It is a danger to the high standard that should be maintained. The per cent of overage pupils could be, at least slightly, reduced, perhaps, by a more complete system of getting certain pupils into the Atypical school. It is to be regretted that the capacity of this school is apparently so small. We have in our school several cases of badly retarded pupils.

In my last year's report, I suggested some things concerning desirable changes in the course of study in Seventh and Eighth grades, which should result from the establishment of the Junior High school in the grade buildings. I am still of the same opinion, though the problem has not yet been solved satisfactorily, notwithstanding the minimizing of the work that has been done in the common branches. There must be, before this is a practical success, a rearrangement of subject-matter. Some greater allowance must be made for extra work in high school subjects, if taken below the Ninth grade. This means that, in all probability, some advanced work in common branches should go into the high school proper, for there is no doubt that the best time for the learning of a language, for example, is in the grades, and further, the method should differ from the old time high school and college method which makes so much of the grammar of the language. Conversational German, for example, begun in the Seventh grade, could be taught so that pupils would really learn to talk. A year's work of this sort would make an excellent preparation for a solid high school year's work in the Eighth grade.

With Algebra, the work is different; the Eighth grade boy or girl can do a year's work in the subject in a year, provided he has not too many other subjects. Not so, however, with the language—he ought to begin his subject in a different manner from the "orthodox" way, if he is expected to get much out of it, besides simply "high school credits" and even in that, he may fail. It is a patent fact that about all that many high school and college students get out of their modern language courses is the "credits." Of course, there comes along with this, certain culture, information, enlarged vocabulary, power over individual words, but they do not learn "to talk it." The normal Seventh grade pupil, however, (age thirteen, say) is scarcely said to be "self conscious," as his older friends are, and if the subject is given without regard to the grammar of the language, for say a year, I venture to say he can "talk it."

WM. J. McCOY,
Principal.

LAFAYETTE SCHOOL.

The year 1914-1915 has been a satisfactory one to us—one full of interest for our patrons, teachers, and pupils. Our patrons, without exception, have supported the policy of the school and have ever been ready to co-operate with the teaching corps in the solution of our various problems. The teachers have worked earnestly and faithfully. They have been united in their efforts to inculcate the right spirit of study into the hearts of the boys and girls, and thus bring about a high standard of right habit formation as well as of scholarship. They have arrived early. Tardiness, on their part, has been practically an unknown factor. They have ever been ready to serve the best interests of the boys and girls of this district and to work for anything that had for its ultimate end the welfare of the pupils. They have been loyal and devoted, not only to the school, but to the system as a whole. The boys and girls have done their utmost to reach efficiency in all that the term implies; they have ever been ready to comply with all reasonable demands made by the teaching corps. In fact, so successful have the boys and girls been in their efforts to respond to such demands that we have not found it necessary to resort either to corporal punishment or to suspension during the year. An effort has been made to have the boys and girls feel that the principal's office is not a place of punishment, but rather a sympathetic and helpful factor, even from the standpoint of the pupil. The attempt has been made to have such a spirit permeate the entire building.

The pupils of the building have shown such a desire for work that rules regulating their time of entrance have been found unneces-

sary. They have been permitted to enter the building at their own pleasure every morning, many of them arriving regularly at eight o'clock with the distinct understanding, however, that they came for work.

In heating and in cleaning the building, the janitor has done his work exceptionally well. In fact, I have nothing but words of commendation to offer in speaking about the janitor service at the Lafayette.

During the year an earnest effort has been put forth to reduce the percentage of overage children and to reach a high standard of efficiency in the promotion of pupils. A high standard of efficiency, it seems to me, means not only good teaching, but also the promotion on merit of practically all of the pupils. One hundred per cent in efficiency, means, therefore, the promotion on merit of every pupil. Many of our teachers reach such efficiency or approximate it at least. It cannot be reached, however, in the first and second grades, but in my opinion, it should be reached approximately in the other grades. Our teachers have put forth their best efforts to make their work efficient. To this end they have worked earnestly during the year. Pupils needing special help have received the same in order that they might advance with the class. This individual help has been given to the pupils before the opening of school each day and not at the close of the session. In fact, every room in the building has, to a certain extent, at least, been an ungraded room. The plan has been carried out successfully and our teachers have been enthusiastic in supporting it. From the standpoint of efficiency in the promotion of pupils on merit we have been more successful than at any other time. At mid-year our percentage of promotions was 91.6 per cent. At the close of the year it was 98.1 per cent. In other words, but fourteen pupils failed to be promoted on June 11, 1915, and, in most cases, these failures were due to absence. All promotions were carefully considered and not a single pupil was promoted for the purpose of making a good record. Efficiency and ability were taken into consideration, nothing else.

J. H. COOMBS,
Principal.

LINCOLN SCHOOL.

As usual our greatest problem has been "age and gradation." We have tried to look at it from all angles and the view has often been discouraging. The mental development of normal children differs very greatly and home environment has much to do with the rapidity of this growth. When the child enters school he must be graded according to his mental, and not his physical age. He must be placed

where he will receive the maximum of "educative experience;" he must be given work that will cause him to exert himself to his utmost ability, but this work must not be so far beyond his mental depth that it will be confusing. He must be where he can succeed in something every day. Trial promotions should be given often. A poor third grade pupil—for instance, an overage boy—may make a fair fourth grade pupil, preposterous as the statement may sound; for the element of interest and the inspiration of changed environment and new subject matter often help to a remarkable degree. With some of our pupils, the service of an ungraded teacher would be invaluable and we look forward with eagerness to the time when our added enrollment will give us this assistance. There is another class of overage pupils, however, who cannot be helped very much by an ungraded teacher, but who will probably do all they are able to do in the regular class room with the teacher of ordinary ability. They are the pupils who are retarded two to three years, whose mental and physical age are not equal and never will be, but also, with encouragement and sympathy from teacher and principal, will probably finish the eighth grade work at sixteen or seventeen. The third class of pupils (this does not include foreigners) those who are retarded more than three years have, in my judgment, no place in our school, but belong in an atypical school where they can be given the kind of teaching that will prevent them from becoming a heavy burden upon society.

One change in particular in the last year's course of study was welcomed by the Lincoln teachers. Reading, of course, has two functions—to convey thought to others, and to obtain information for ourselves from the vast treasure accumulated by the race along scientific, literary, and historical lines. We are likely, I think, in our grammar grade work to over-estimate the former function and under-estimate the latter. By making our hygiene and history study a part of our reading work, and requiring certain results at its completion, we have placed the emphasis in reading where it belongs. The hygiene work this year is better than any work we have done before in this line and the final test in which the teacher, principal, and school nurse compare data in regard to the pupil's posture, bodily cleanliness, and neatness of dress, as well as to his knowledge of health laws is an ideal arrangement, the best part of it being in our school, that "everybody passed."

With our "minimum course of study" in the hands of competent teachers, we have been able to cover the work outlined and also to elaborate in some subjects. In language, we have studied rather intensively copper mining, dry farming, and beet sugar making. In domestic science, we have added information on laundry and the bathing and feeding of small children, while in our shop, the boys have

constructed fireless cookers and iceless refrigerators. We found these topics were as interesting to our patrons as to our pupils|

EVELYN REILLY,
Principal.

LONGFELLOW SCHOOL.

During the year just closing, health conditions have been good at the Longfellow School, and our buildings have been kept spotlessly clean by our faithful janitor; consequently our opportunities for good work have been exceptionally favorable. Our only great need is more playground.

The use of the street for play is always attended by an element of danger, but this has been minimized by the kindly consideration of chauffeurs and drivers, who observe the injunction of the signs we have installed at the corners, and "slow down" until past our block.

A great interest in Nature Study on the part of the teachers has aroused a corresponding interest in the pupils, and the results have been unusually good, especially in the study of flowers and birds.

In making a special study of the age and grade distribution, many interesting facts were observed. This was found especially true in the 6B class, as the following figures compiled in January, after the class became 7A, will show:

	Boys	Girls	Total
Average age	13.6	13.2	13.4
No retention during school life.....	2	4	6
One retention during school life.....	7	11	18
More than one retention.....	3	1	4
Special promotions at some time.....	3	9	12
Eight years previous attendance.....	3	1	4

Two of this class left the district. The remaining twenty-six covered the work of 7 A-B satisfactorily, and were promoted to 8A, where we shall watch their work with a great deal of interest.

You will notice the large number in the above group, who had received special promotions at some time, twelve of the twenty-eight. In studying a group of eight pupils in the Fourth Grade, who had received special promotions in either First or Second Grade, we found that six had since been retained, and three of the six are not strong pupils now. This brings us to another interesting avenue of investigation—tracing the final result of special promotions to see how many make good.

GRACE E. FROST,
Principal.

LOWELL SCHOOL.

The Manual Training in our building has been much improved this year over that of the past few years. The work has been a pleasure to the boys, and they have put spirit into it and accomplished good results. Instead of trying to escape the period, they have sought to get extra time in the shop, and have been so happy in their work that very little effort has been required in discipline.

I feel that we have done some very effective work in Language during the past year. Perhaps one of the most difficult subjects of the curriculum to teach is Language and Composition, yet no other subject is of more importance. We have done an added amount of library work following, in some of our grades, a carefully prepared course in reading, which we connected carefully with our composition. Then the Nature Study, Hygiene, Geography, etc., always give ample field for material. It is interesting to see the improvement that can be secured by requiring a short composition to be written each day, under careful supervision. Much of this kind of work done during the year brought results of which we are quite proud.

Many of our pupils each year attend summer school. This work is of an advantage to two classes of pupils. Those who, through irregular attendance or other causes, get behind in their classes and fail of promotion. This summer study enables them to make up deficiencies and go on with their classes in September. The other consists of those who, by extra ability or by special diligence, have gone ahead of their classes. The vacation school enables them to finish the requirement and advance one class, make a special, and save "marking time" in the grades. It is not well, however, for pupils who are no more than a good average in their grades, to go to summer school and endeavor to make a full class of work in six or seven weeks. They do not have time to "assimilate" and should not be allowed to advance a full semester's work by this short period of study.

WM. BRADFORD,
Principal.

MONROE SCHOOL.

The influence of environment is profound. It makes a Mahometan of the Arab, an ascetic of the Hindoo, an altruist of the egoist, and, through the alchemy of the western skies, which stoop but slightly to kiss the ambitious mountains, liveried in the purple of distance and crowned with the eternal snows, it evolves the poet out of common eastern clay. It makes the taciturn garrulous, and puts the pall of

silence upon loquacity; it makes free-men of slaves, and shackles liberty-loving men; it wrings tears out of joy, and then lifts those who would live in the dark caverns of despair, into the alabaster palaces of hope. Whatever influence is brought to bear upon the adolescent child leaves its imprint through life. How important it is, then, to have all environment pleasant; large, well-lighted rooms; spacious halls, with the walls decorated with great pictures, and the niches filled with famous statues; and above all, the physical comfort of proper warmth and ventilation.

F. D. KEELER,
Principal.

ONEQUA SCHOOL.

During the year just closed we have been devoting considerable attention to the study of personal efficiency of both pupil and teacher. The effort to execute efficiently 100% of an outlined plan has a most gratifying effect upon the detailed work of the school room; and we know that we finished the year with a firmer grip on the needs of our unsolved problems.

The year has been crowded with pleasant experiences and accompanied by a splendid school spirit—one of the essentials to all good work. Our school spirit has been stimulated most healthfully by school athletics: our girls' baseball team was awarded the Daynes Jewelry Company's Silver Trophy in the Senior League; and our school was declared winner of the Plummer "Good Sportsmanship" Trophy. We value both of these highly; but we regard the winning of the latter as our highest athletic achievement.

Our attendance and punctuality have been splendid, our average punctuality for the year is 99.9 per cent. From an average number belonging of 496.3, 53 pupils, or 10.6% were neither absent nor tardy throughout the year.

J. FRED ANDERSON,
Principal.

OQUIRRH SCHOOL.

Our average per cent of attendance for the year is 95.9, and for the same time the average per cent of punctuality is 99.9. This extremely good showing is due to the fact that our school has been practically free from contagious disease throughout the year.

During the first half-year about 92% of all our pupils were promoted; and of the 8% retained, about 66 2-3% of these were retained in the 1A or beginners' class. The cause of retention here is due to immaturity of pupils who were not six years of age until well toward

the close of the year. Such pupils are rarely able to compete with those who become six during the first half of the same year. Retention here means better foundational preparation for future work. Then, too, children at this early age are not conscious of humiliation by reason of retention. In the future, I hope to see few if any retentions after the first year.

During the second half-year, we promoted 94.8% of all our pupils, retentions being due to irregular attendance, attendance of transients, or innate inability.

Naturally the foregoing discussion leads to the question of the classification of the so-called over-age pupil; i. e., the pupil who is past the normal age of others in the same class. Such a pupil frequently finds himself out of harmony with his social environment. He, therefore, becomes discouraged or else he causes trouble. His experiences as well as his mental and social requirements are beyond his associates. He has more power, yet he cannot read or spell so well as his younger classmates. What he needs is special treatment. Nor can the ungraded teacher meet the requirement of his needs. Rather, he should have the ungraded school where he will find not only the social and physical equality, but a ready adaptation of curriculum to his requirements. Manual training or domestic science as a maximum with the three R's as a minimum would appeal to him, and would afford him the training so that later he could supply himself and those dependent upon him, food, clothing, and shelter.

In the grammar schools, as now organized, the child more or less adapts himself to the school. In the school that is needed by the over-age pupil, every adjustment necessary to the child's welfare could easily be made. Such a school, as is here mentioned, could be maintained as a department in a sub-high school, so that over-age pupils would esteem it an honor to be sent there. This would obviate any difficulty as between parents and school in relation to the question of sub-normality. But for the over-age pupil, school life would take on a new hue, school activities would add interest, because of equality in social membership. Social environment, then, affords a good reason for the advancement of the over-age pupil. The child's welfare demands it. We work not for graduation, but for growth; not for how many classes and grades the child may pass through, but to the end that definite powers may be developed, that definite facts and fundamental principles may be taught and learned to aid the child to become a useful, self-supporting citizen; ultimate success is, after all, what is desired. Unless a center can be provided for over-age pupils, the next best thing is, perhaps, the ungraded teacher and the departments of manual training and domestic science.

OSCAR VAN COTT,
Principal.

POPLAR GROVE SCHOOL.

Our Parent-Teachers' Association has been a strong factor in creating conditions favorable for the activities of the school. We held meetings once each month and discussed, in addition to general educational problems, our local needs and opportunities. We had addresses from some of the leading educators of the state. The attendance at these meetings was excellent throughout the year.

We enjoyed the advantages of a branch of the Free Public Library during the latter part of the school year. These books consisted of three hundred volumes, carefully selected and adapted for children of the grammar grade and high school age. They were received with the greatest enthusiasm by the patrons and children and their circulation has extended the influence of the school and has knit still closer the bond of sympathetic co-operation between the home and the school. With this splendid set of choice books in our school building our problem of training the child in a discriminating love of good books is materially simplified.

An interesting movement and one fraught with great possibilities was the Spring Clean-up Campaign inaugurated by the Board of Health. Prizes were offered in order to stimulate interest in the work. We divided our school district into about forty sub-divisions with the children living in each division organized into a squad, with a captain at its head. It was the duty of each squad to clean up its division and keep it in a thoroughly sanitary condition. The patrons and children of the school responded with enthusiasm to this call and they took great pride in the silver loving-cup which they received as a prize in the contest.

An examination of the age record of our pupils reveals a very large age range in the respective grades. Pupils of elementary school age, with a range of three years or perhaps four, may be advantageously grouped into classes; but a range of five or more years is too great and a reclassification of such groups, based on age alone would be justified if all other conditions were satisfied. This wide range in school age is the result of many factors. We have children representing, in natural ability, every degree and variety from the highest to that of marked mental deficiency. Some over-age pupils have had poor educational opportunities; others have not been able to attend regularly on account of poor home conditions; many boys and girls are motor-minded and, therefore, fall into the over-age class because they lack interest in many of the activities of the school room; sickness, mal-nutrition, and overwork out of school are other contributing causes of retardation. These are only the more prominent

conditions which, acting alone or in combination—usually in combination—cause the retardation of pupils and produce such a wide age range in the various groups.

I believe that this unsatisfactory condition would be greatly relieved by providing school activities especially adapted (a) to those who are mentally defective, (b) to the normal child who, for any reason, finds himself behind his grade, and (c) to the motor-minded child who finds little to interest him in the regular school room.

Our school for the mentally defective should, in my opinion, be sufficiently enlarged to provide ample accommodation for all children whose proper classification entitles them to its advantages. This plan would take from our school some of our most extreme cases of retardation.

The problem of the second groups can be solved by the ungraded teacher, whose aims and purposes should be to provide special help to those pupils who may be coached back into proper standing in their classes. This should not be a room for the mentally defective but rather for the normal child who may be below grade in one or more subjects.

We are not succeeding to any marked degree in providing proper educational advantages for the boys and girls, fourteen years of age or over, who are found in our lower grammar grades. They are usually motor-minded, over-age pupils who will, in all probability, leave the public schools before completing the eighth grade. It is manifestly a poor adjustment of school activities that offers to these children the same instruction that it does to the younger children of the same class who will remain in the public schools, elementary and high school, perhaps six or eight years longer.

Special provision should be made for this class in some building centrally located and pupils who properly belong there should be admitted from all parts of the city. This building should have the necessary equipment for teaching boys the fundamentals of several important industrial pursuits; and cooking, sewing, and millinery centers should be provided for girls.

I believe that when we make ample provision for the defective child outside the regular school; establish the ungraded room to coach the normal child who is behind grade; and provide vocational instruction for the large number of pupils who leave school early to enter the industrial occupations, our problem of classification will be largely solved and the educational opportunities materially enhanced for the normal as well as for the exceptional child.

J. T. WORLTON,
Principal.

RIVERSIDE SCHOOL.

The problem of retardation has been an interesting study with us during the year. We have made a careful study of all children, that for some reason, are more than one year older than the normal age for their classes. In every case we have attempted to fasten responsibility for such retardation, and in a measure we have succeeded. Following is a tabulation of the reports given at mid-year by teachers from Third A to Eighth B inclusive:

Retarded More than One Year							
Slow	Sickness	Imma-	Mentally	Poor	European		
		ture	Irregular	Retarded	Adenoids	Eyes	Birth
13	14	3	25	15	5	3	10

Of these children two classes are most interesting; the irregular and the mentally retarded. We are not so much concerned with the slow or those who have been sick. The immature will either retard more or will overcome the defect. Those afflicted with eye, ear, or nose troubles need medical attention and the Europeans will grow as they become accustomed to our language and habits.

The irregular children are those with poor home conditions, whose parents cannot be made to see the need of sending them to school regularly, or who are very poor and who keep them out for want of shoes or clothing, or possibly for want of food. It is hard to say what advice to give to overcome the irregularity of pupils from poor homes, but more rigid and prompt action of court would help out with those who are not yet converted to the need of a little learning for their children.

Every child that was reported mentally retarded was given the Binet Test, and in every case the test verified the judgment of the teacher. These pupils need a great deal of hand work either in the shop or in the kitchen. They cannot keep pace with normal pupils and should not be expected to do so. They need a special teacher in a special room where they can be given individual attention.

Of the children who were given the Binet Test thirty-two were found retarded.

Following is a table showing reports of the test:

No. of Years Retarded	No. of Pupils
1.....	9
2.....	7
3.....	7
4.....	6
5.....	1
6.....	1
7.....	1

Several of those one or two years retarded will, from present indications, retard more; while some of the younger pupils will overcome the retardation if they are given medical attention early enough. Ten are backward either from visual or nasal trouble.

Another interesting observation in this connection is the fact that the pupils who are one year retarded are the youngest pupils tested, and those retarded two, three, or four years are among the older children.

Our observations have convinced me that there are far more children who need such work as that given in the Twelfth School than we have supposed. Indeed, I am convinced that the Binet Tests carefully given in all the schools would show that the great range in ages in the grades is traceable to mental differences rather than to any other cause.

In the early part of the year we instituted in our building a "school lunch" for children. From beginning to end the lunch has been popular both with children and teachers. Those desiring it were given a bowl of hot soup and two slices of bread for two cents. It was estimated that each serving was a third of a day's rations.

On an average about one hundred fifty pupils bought soup each day. Besides this number twenty-five were served free of charge.

It is difficult to measure the value of these warm lunches to the children. It is certain, however, that the poorer children were vastly benefited. There can be no question but that the "lunch" is a splendid thing in our school.

Our receipts for the year were \$442.49, while our expenditures were \$423.10, which leaves a balance of \$19.39. Our expenses do not include the cost of potatoes as they were given to us from the collection on Thanksgiving Day.

For a number of years we have been endeavoring to get the parents of the district interested in the school as a social or community center. The notion that the school is for the children only is pretty thoroughly imbedded in the minds of the people, and it seems to me that it is the duty of those in charge of the school to lead out in making it stand for something besides a place where children are to be taught to read and write.

I can see no reason why citizens should not meet in our school buildings to discuss the leading topics of the day. Certainly such topics as Initiative Referendum Recall, Manufactures Liability, reform measures in taxation, etc., could with profit, be discussed dispassionately in evening meetings in the school buildings.

Again, I can see no reason why the building should not be used at night for a school for those who have been forced to discontinue regular attendance. I am sure that many young men and women in

our district need such an opportunity and would gladly take advantage of it, if it were offered.

At all the evening meetings we have held this year we have emphasized this phase of community interest. The lecturers have dealt with popular subjects, not with school work.

We attempted this year to interest the parents in a move to secure a park on the banks of the Jordan just west of the school grounds. As a result of our action a petition has been signed by several hundred citizens. This did more to direct the attention of citizens to the school as a community center than anything we have yet attempted.

D. R. COOMBS,
Principal.

SUMNER SCHOOL.

There is need to hold fast to the fundamentals of education. Despite the fact that we consider all the subjects of the curriculum desirable, there are some three or four which all look to, as most necessary. One must know how, for instance, to read efficiently, before one can do anything else: but a good reader is not necessarily an oral reader; out in the world, a good reader gets the sense and gets it quickly. The school ought to help pupils for life's work.

Next in order is expression. Composition, oral and written, should receive special attention. An intimate knowledge of many young teachers in the state reveals a lamentable lack of ability to express thought. They have no power to use the English language. They have not been trained in the simple formalities of language structure.

It may be said also of teachers generally, that they do too little composition work. They dread to write. It may be asked pertinently, whether those, who themselves can not write, are able to teach others to write.

Of ability in arithmetic, we lack much. We have not all caught the significance of concrete teaching. A teacher can do more in one hour, in a lumber mill, to get "board measure" into the heads of pupils, than she can in a term, by abstract teaching. A rod is the same as a yard to a child taught in the old text book fashion. At the Sumner we have not reached our ideal, by any means.

To help in the fundamentals, one may engage in distinctive things. Organized play, for instance, indirectly helps in all school work. It promotes the general physical health, both of pupils and teachers. It cultivates a more intimate relationship of teacher and pupil: it gives the teacher a knowledge of the pupil which may not be gained in any other way.

We have had our difficulties, however, in our organized play. The

playground is small for a large school. This last year, the teachers generally were unacquainted with the plan and purpose. There was some degree of inertia to be overcome in the beginning. There were not enough balls, bats, and general play apparatus.

Latin was introduced in the eighth grade, in order to give pupils soon to go to the secondary school, a slight acquaintance with the inflections and structure of the language. Simple conversations and translations were introduced. No text book was used: the blackboard and mimeograph copies of work were used instead. Much of the work was oral. The purpose was to acquaint the pupil with the fundamentals of the language and to start the work of assimilation, in order that, when the language should be taken up in earnest in the high school, there might not be that high mortality of Latin pupils, now prevalent in the first year. Taking into account the fact that we took only two half-hour periods per week for the work, we were not dissatisfied with the result. It was popular with most of the pupils.

The enlargement of the self-government plan, as used in the Irving School, was found advisable. After six months' operation of the senate plan, which made the eighth grade the unit, with the seventh grade as subsidiary, the lower classes petitioned for an assembly to be known as the House. This was granted, resulting in a completed plan of Senate and House of Representatives. Laws governing the whole school must have passed both houses, and have received the sanction of the Principal. The effect of the system is two-fold: it is a deterrent on the lawless; it fosters the initiative and the spirit of self-government. As a general result of the plan, several classes have organized into separate units in their respective rooms. When the teacher is necessarily absent, the president takes charge of the room, and invariably with good results.

The problem of grading is not yet solved. The unevenness of pupils in the classes is apparent. Ten per cent of the pupils were found to be over-age, mal-efficient to the general class, not only scholastically but also socially. Individual attention on the part of the teacher is required—more in fact than she has time to give. Early and late, she has had to look to these "misfits," in the vain attempt often to bring them up to even the minimum standard. What to do with them at promotion time, she is unable to decide. Socially they belong two or three classes ahead: while in class work they may be as far behind. The so-called "ungraded teacher" is the demand. She can give them the individual care they require. Socially they may be permitted to roam the school yard to find their own kind at their own initiative.

The Public Library very generously permitted us to have three hundred volumes, classified according to age and grade of pupils, from

the fourth to the eighth grades inclusive. These books, some sixty to the class, were in the class rooms, under the care of the teachers. The reading of the pupils was under the direct supervision of the teacher. The pupils were expected to read two books a month, and to tabulate in some form the results of their reading. The reading habit must be cultivated. Ease comes by much repetition, in reading as in everything else. Supervised reading means efficiency, because pupils get books suited to their mentality. In promiscuous selection this is often not the case. The tabulated results show that a little higher per cent than two a month per pupil was made during the year, three hundred eighty-eight pupils reading on an average of eight hundred books a month.

Special attention was directed to the subject of social hygiene. The Sumner district consists of fifteen city blocks. The pupils in each block held an election of captain and two assistant captains, one of whom was to be a girl. Each "block captain" made a map of his block, locating all residences, barns, etc., with the number of the house inscribed. Then a canvass of the block was made by the captains and each residence lot marked on the map with a letter indicating its sanitary condition: E, excellent; G, good; F, fair; U, unsatisfactory. If a given lot was marked U, and it was inhabited by any pupil in the school, that pupil was interviewed in the principal's office in the presence of the captains, as to the cause of the unsanitary condition. Usually one interview was sufficient to produce desirable results. If the case was obstinate, it was referred to the Health Department. Vacant lots were hardest to take care of. Absentee owners are hard to reach through real estate agents. In most cases, real estate agents assisted in the clean-up. Where owners could not be located easily, the captains and their forces raked up the debris; and then the Health Department sent wagons to take it away. About 50,000 tin cans were thus removed from the district. It seems advisable next year for the Health Department to have a printed letter form to be filled in by the captain, to be sent to the owners and agents of vacant lots in time, asking their assistance in keeping their property sanitary. It will save the pupil much time.

The co-operation of the school and the Health Department is to be commended. It results in practical hygiene. The pupils acquire habits of sanitation; and this, backed up by the instruction in the class room, makes for permanency.

J. CHALLEN SMITH,
Principal.

TWELFTH SCHOOL (ATYPICAL.)

The Special Child in the Special School—These children when in the regular schools make scholastic progress of an inferior quality at the rate of from one-half to one-twentieth the time it requires for ordinary children. But when they are in the special central school they make scholastic progress of a much more superior quality at the rate of from two times to six times as rapidly as they do when in the regular schools; and, at the same time, they receive industrial, social, and moral development that is impossible under ordinary conditions. Furthermore, almost without exception, they are made happier in the special school than they have ever been in school before.

The work of the psycho-educational' clinic in this Department should be, and could easily be, extended somewhat next year through a slight change in the organization of the Department. Some time in the not distant future at least every problem-case among pupils in the schools must be examined scientifically both mentally and physically. Next year it would seem that such examination should be made of every very serious problem-case.

In the first place, this would remove a great deal of troublesome misapprehension, anxiety, worry, and fruitless labor among parents, teachers, and principals, who are now working half in the dark with such cases. To the layman it is difficult to understand without much detailed explanation, how true it is that anyone who is not somewhat of a specialist in mental diagnosis is quite unable in many cases to distinguish between the temperamentally-backward child and the temporarily-behind child, or even between the high-grade feeble-minded child and the merely dull child.

In the second place, such an examination would remove a great deal of unjust misjudgment and complaining criticism. Too often now, when a child is not progressing satisfactorily, blame and censure are heaped upon the teacher, the principal, the parents, or the child himself, when no one but old Mother Nature is responsible for the troublesome condition.

In the third place, such an examination would make it possible to remove a certain condition of injustice that has been an educational annoyance for some years. Teachers, principals, and schools are more or less rated upon the results of certain competitive written examinations of the pupils. The average per cent of efficiency in a particular room or grade is sometimes considerably reduced by having to include in the average the total-failure marks of several sub-normal children in the class.

In the fourth place, a mental and physical examination would so clarify the problem in its diagnostic aspects as to make it possible for

numerous little adjustments being made in the regular schools of such a nature as greatly to ameliorate the difficulties with benefit to the child, to the teacher, and to the other pupils of the class.

G. SNOW GIBBS,
Principal.

WASATCH SCHOOL.

A retrospective view of the school year just closed shows that, although along some lines our reach has exceeded our grasp, in a general way there has been a more wholesome improvement than in either of the two preceding years. In most cases, the teachers' standards have been unusually high, and a noted improvement in the morale of the school has been the result. A majority of the pupils show a gain in self-control and in the ability to think independently. We have been enabled to give more attention to the needs of the individual pupil than in preceding years, and the results have justified the efforts. Much good has come to the over-age and over-size boy and girl through the special classes in manual training and cooking, which included pupils from all grades above the first. Several pupils in the lower grades were stimulated to mental activity through their discovery of motor efficiency. Besides this, many others, who will never be able to finish the eighth grade work have developed unusual ability in the line of hand work and are being encouraged to emphasize it. The consciousness of being able to do something exceptionally well gives backward pupils a kind of pride which develops self-respect and stimulates latent springs of action. This was proven in a number of instances during the year, and we hope to emphasize this line of action still more another year. In this connection I wish to commend the skillful and sympathetic work of the manual training and domestic science teachers.

The introduction of a high school subject in the seventh and eighth grades this year was a step upward, and demonstrated the value of intensive study. The majority of the eighth grade pupils took, in addition to their other studies (with eliminations in a few cases) German; and earned two and a half points credit in high school work. The results of this added work will, I hope and believe, be two-fold: first, it will make the transition between the eighth grade and the high school less abrupt; and second, it will cultivate habits of concentration which will prove valuable in the higher work.

Perhaps no event during the history of the school aroused so much enthusiasm as the "Children's Pets Exhibition" which was held during the early fall. This exhibition had for its object the teaching of humaneness and encouragement in the study of natural history. The

results were even more far-reaching than we had anticipated. There is no doubt that if children learn to be considerate of animals they will be considerate of people; and therein lies, it seems to me, the big lesson of citizenship. The recipients of the children's attentions did not suffer because of the special care bestowed upon them for this gala occasion, and on the whole we felt that the experiment was a pronounced success. The increased interest by the little people of the earth in the lesser people of the earth has been noticeably apparent, and the truth seems evident that, "A child without a pet is like a flower without the sunshine."

ETTA POWERS,
Principal.

WASHINGTON SCHOOL.

The report of the visiting nurse from the city board of health is interesting. It shows that medical and surgical treatment for children at the Washington have been obtained for 19 cases of adenoids, 47 cases of enlarged tonsils, 15 cases of defective hearing, 12 cases of defective vision, and 52 other cases where treatment has been recommended. This work of the nurse deserves our highest commendation. In most cases the professional treatment was given to those children whose parents were financially unable to bear the expense, and who otherwise no doubt, would still be suffering from such handicaps as these physical defects impose.

One of the perplexing problems of the present day in our schools is that of the classification of pupils, or progress and over-age. This is by no means, however, a new problem. It confronted the pedagogue centuries ago. The epithet "dunce" is to be found in the literature of our great-grandfathers. The term over-age is but another name for the same thing. Modern science has discovered the causes, however, and points out a remedy.

The larger proportion of over-age children is boys, but this is to be expected as this is a normal condition. Dr. Tyler in his book on "Growth and Education" gives data to show that boys in general between the ages of 10 and 16 are about two years slower than girls in mental maturity and alertness. Later the boys equal the girls and still later excel them.

Some of the causes given for over-age are as follows:

- (a) Lateness in entering school.
- (b) Failure to progress normally after entrance.
- (c) Physical defects.
- (d) Mental defects.
- (e) Irregularity in attendance.
- (f) Poor teaching.

A good many parents do not start their children in school in the first grade until they are seven years of age or over. Many of these children make up for their late entrance by special promotion.

An examination of large numbers of school children reveals the fact that a surprisingly large number of retarded pupils have physical abnormalities, such as enlarged tonsils, adenoids, defective vision, defective hearing, defective teeth, mal-nutrition, etc., any one of which may cause discomfort and ill health and contribute to their slow progress at school.

Only a superficial test is necessary for the ordinary person to observe marked differences in the mental equipment of children, but the application of a more thorough and comprehensive examination, such for instance, as what is known as the "Binet" test, reveals remarkable differences.

H. B. FOLSOM,
Principal.

WEBSTER SCHOOL.

It seems we must give more consideration to the social factor in determining a pupil's classification. The school after all may be regarded primarily as a social institution providing profitable means of bringing boys and girls into proper social relationships. To make these relationships successful, the pupil must be happy in the enjoyment of them. Humiliations and embarrassments must be reduced to the minimum. These are seldom so reduced as long as the pupil is required to recite along lines in which she is almost certain to meet constant failure or so long as he is compelled to associate with pupils among whom his social interests do not function. One of our problems, therefore, is to bring about conditions so that every pupil may make proper adjustments to both his intellectual and social needs.

Some four or five months ago we undertook an attempt at the solution of this problem along lines quite different from others attempted by us heretofore. At that time we rearranged the daily programs of the two upper floors of our school in such a way as to have a given subject come at the same time in all the rooms. This new arrangement went into effect at mid-year promotion time and under it not one pupil on the two floors mentioned suffered a complete retention. The boys and girls retained were those doing unsatisfactorily in the major portion of their work. And while they were asked to sit in the lower room, they were allowed to continue in the higher room with subjects in which they had met success. No changes from room to room, however, were made this year in the subject of penmanship, nature study, or formal physical education. Under this plan every re-

tained pupil kept in contact with the upper room. He knew that as soon as he brought the work of any subject in the lower room up to a certain grade he would be advanced in that subject into the upper room and when the major portion of his work was being done in the upper class, his seat would be changed. His retention, therefore, was stripped of the unfair element and it did not place the pupil in the ordinary position wherein to regain lost ground is nigh on a hopeless task.

Many of our pupils while doing satisfactorily in most subjects are weak in perhaps one and maybe two. For such pupils, we feel the uniform program is a genuine help. Under it they are permitted to pursue work in lower rooms where success instead of failure awaits their efforts. Success even in a lower class will beget confidence which in turn will probably lead to success in the higher room. We are convinced that much of the failure of our pupils is due to lack of confidence rather than to lack of innate ability. One of the pleasing things encountered in our very limited experience with this plan is the desire expressed by older boys and girls to try their "failure subject" in a lower room in the hope of getting proper hold of the subject. Special attention and help are given to pupils doing work in rooms lower than their own. In a number of cases the pupils have already succeeded so well in the lower work that they have been reinstated in the work of their own rooms and are now carrying this with a reasonable degree of satisfaction.

The uniform program also offers opportunity for boys and girls who are unusually strong in any particular subject or subjects. By it these pupils are permitted to pass into the rooms doing more advanced work in these lines. Just as soon as any pupil gives positive evidence of ability to thus be advanced the change is made. There is, consequently, a constant inducement for effort for the pupil knows the way is open for him to move on even ahead of his class. When the major portion of such a pupil's work is being done in the higher room he is allowed to have his seat there, but continue to recite and study in the lower room those studies in which he is not so strong. During the half year fourteen pupils have thus, subject by subject, gained special promotions and many more are well along the way. This plan of special promotions provides for a gradual adjustment to conditions in the new room and thereby, to a great degree, does away with the principal drawback to giving "specials." Too many of our backward pupils are the strong ones of a lower class who have not been given the opportunity of trying the work in the next higher room. We are trying to give such this opportunity.

Nearly every pupil is especially strong in one line or another. This is doubly true of most backward pupils. Why not use this particular

subject as a lead in getting him, if possible, to do stronger work in other lines? The uniform program offers favorable conditions for this and we are endeavoring to have such pupils take advantage of these conditions. The genius is often strong in only one line.

In the main, the movement of pupils has been forward rather than backward. More are going into higher than into lower rooms for special work. We feel the uniform program plan will aid materially in helping retained pupils regain lost ground, will reduce the number of retentions, and will open the way for specially gifted pupils to live more in accordance with their capabilities. By offering such inducements we see no good reason why our pupils will not in time become better placed intellectually and consequently better placed socially, for in nearly every case the two go hand in hand. If we judge aright, this plan which is new to us, but old to some others, will tend to cut down the number of overage pupils in whatever school it may be tried. Of course our experience with it is very limited and, like many other notions in the educational field, may fall short of hopeful anticipations after given a more lengthy trial. Thus far, however, it has presented so many interesting problems and has received such a hearty response from teachers and pupils that we trust conditions will be favorable for its continuation next year.

D. W. PARRATT,
Principal.

WHITTIER SCHOOL.

It is gratifying to note that fewer retentions were necessary than heretofore. Over ninety per cent of our promoted pupils were able to meet the requirements of the course of study. At mid-year, not a single retention was made in five rooms of the grammar department. In the lower primary grades, however, more retentions were necessary, owing to irregular attendance and lack of maturity. I believe it is a serious mistake to allow pupils to reach the upper grades before they have mastered the fundamentals. Too often are our older pupils handicapped and embarrassed because they haven't a proper foundation for their work. We cannot measure maturity of mind by years; neither is physical development a safe index to the social or the intellectual needs of the average child. Our whole theory of education is based upon the development of mind, and in a graded school this must be the chief basis of classification. It is true that in many of our classes we have pupils several years older than the average age of their group and in some respects, these pupils are more mature than those with whom they are compelled to associate. Since they are under our jurisdiction only five hours of the twenty-four, I believe

that vigorous drill in the fundamentals is the one thing that the school must supply. We can best fit our pupils for life by requiring them to form habits of clear and accurate thinking. I recognize the necessity of placing all pupils in a proper social environment. The social side of their education is of the utmost importance. This, however, is applied in part, by the activities of the playground, the home, and the church, while the school is the only agency equipped with suitable facilities for systematic mental training. This is essentially a school problem, and where group teaching is a necessity, it can be done most effectively by classifying pupils according to their ability, without considering too seriously the question of age or physical development. Our ungraded teacher, has rendered valuable service in working out a close gradation of pupils. Although she has been able to give only half of her time to this work, the results have been most gratifying. Two such teachers could be used to advantage at the Whittier School.

The following tables, which were compiled before the June promotions show some interesting facts regarding age and grade distributions:

Class	Kg.	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
	Av. Age	5.7	6.5	7.7	8.1	8.3	9.2	9.5	10.8	10.9	11.7	11.9	12.8	12.7	13.2	13.9	14.6

The 8A Class has been doing 8B work during the second semester.

Age	6	7	8	9	10	11	12	13	14	15	16	17
Grade I	37	57	23	6								
Grade II		11	48	12	3							
Grade III			21	46	29	15	7	1				
Grade IV				9	32	30	15	5				
Grade V					13	26	32	8	5	2	2	
Grade VI						1	4	32	20	5	6	2
Grade VII								9	20	23	9	5
Grade VIII									1	2	19	15
											13	2

It will be observed that the greatest range is in the intermediate grades. Most of the overage pupils in these grades are girls from the "Girls' Home." These girls are gathered from different parts of the city and, without a single exception, are retarded several years in their work. This retardation is due principally to lack of opportunity. In many cases, however, they are decidedly below normal. Many of those over-age for their grade came into the Whittier district with that part

of the county which was recently annexed. It is gratifying to note that a large number of our pupils do not discontinue school when they reach the age limit. They have received much help and encouragement from the ungraded teacher.

I must call attention to the work done by our 7B Class. These pupils did three half years' work in one year, and were promoted to High School with the regular 8B Class. In general, I believe it is not advisable to do this, since it does not allow time for assimilation and calls for more reserve energy than the average teacher can afford to spare. In this case, however, the results were highly satisfactory. Anticipating the same condition next year, we have given special attention to our 6B group. By taking two years instead of one to make up the extra half year, the work can be covered without greatly over-taxing pupils or teacher.

Probably the most interesting event of the year was the school exhibition held during the fore-part of May. Pupils and patrons alike were thoroughly interested in this display. The fact that it included all lines of school work, and also the activities of the home, made it possible for every single pupil to be represented in one or several departments. The competitive idea stimulated a keen interest, and I am sure, had a wholesome effect upon the general quality of the school work. The pet animal department was particularly interesting, as it was the first exhibition of this kind held in the district.

I trust that the school principal will soon be relieved of that work which is purely clerical and mechanical in its nature and which consumes hours of valuable time, but requires no executive ability. We can count books and supplies and make out reports and payrolls, etc., if this is the work that is required. From a professional standpoint, however, such work is discouraging drudgery, when other and bigger problems demand attention. Each year brings new responsibilities and, I might add, additional clerical work. May we not still hope for some assistance in this line?

MARK C. BROWN,
Principal.

APPENDIX

SUPERINTENDENT'S REPORT

Teachers' Examinations.

During the last year there have been two examinations for teachers, one in August, 1914, and one in June, 1915.

August, 1914.

Number of applicants for high school certificates.....	0
Number of applicants for grammar grade certificates.....	0
Number of applicants for primary grade certificates.....	8
Total	8
Certificates granted, high school, renewable.....	0
Certificates granted, grammar, renewable.....	0
Certificates granted, primary, renewable.....	2
Total	2
Certificates granted, high school, not renewable.....	0
Certificates granted, grammar, renewable.....	0
Certificates granted, primary, not renewable.....	3
Total	3
Partial examination, high school.....	0
Partial examination, grammar.....	0
Partial examination, primary.....	6
Total	6
Certificates withheld, high school.....	0
Certificates withheld, grammar.....	0
Certificates withheld, primary.....	3
Total	3

June, 1915.

Number of applicants for high school certificates.....	0
Number of applicants for grammar grade certificates.....	1
Number of applicants for primary grade certificates.....	8
Total	9

SALT LAKE CITY PUBLIC SCHOOLS

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Certificates granted, high school, renewable.....	0
Certificates granted, grammar, renewable.....	0
Certificates granted, primary, renewable.....	2
<hr/>	
Total	2
Certificates granted, high school not renewable.....	0
Certificates granted, grammar, not renewable.....	0
Certificates granted, primary, not renewable.....	0
<hr/>	
Total	0
Partial examination, high school.....	0
Partial examination, grammar.....	0
Partial examination, primary.....	4
<hr/>	
Total	4
Certificates withheld, high school.....	0
Certificates withheld, grammar.....	1
Certificates withheld, primary.....	6
<hr/>	
Total	7

AGE AND GRADE DISTRIBUTION.

Chart I. 1913-1914.

GRADE	AGE																		Total Under Age	Total Normal Age	Total Over Age	Grand Total	Per Cent Normal Age	Per Cent Over Age		
	5	6	7	8	9	10	11	12	13	14	15	16	17	18												
First	4	654	1242	424	90	22	9	1											4	2320	122	2446	94.8	4.9		
Second		13	522	1045	452	150	32	8	3		1								13	2020	194	2227	90.7	8.7		
Third			43	456	953	529	164	70	13	3	3								43	1938	253	2234	86.7	11.3		
Fourth				13	352	795	545	262	121	31	7	2							13	1692	423	2129	79.5	19.8		
Fifth					28	287	658	504	273	134	31	8	1						28	1449	447	1924	75.3	23.2		
Sixth						23	260	582	531	263	78	15	2						23	1353	358	1734	78.1	20.6		
Seventh							1	18	238	483	458	202	65	12	2	19	1174	281	1474	73.7	19.1					
Eighth								19	173	453	395	187	50	3	19	1021	240	1280	79.7	18.7						
Total Under Age	4	13	43	13	28	24	18	19											162							
Total Normal Age			654	1764	1925	1758	1811	1463	1304	1187	906	395								12967				83.9		
Total Over Age						90	172	205	341	410	431	322	277	65	5						2318				15.0	
GRAND TOTAL	4	667	1807	1938	1876	1807	1686	1664	1537	1337	717	277	65	5										15447		

Chart II. 1914-1915.

GRADE	AGE																		Total Under Age	Total Normal Age	Total Over Age	Grand Total	Per Cent Normal Age	Per Cent Over Age	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18											
First	3	762	1180	484	76	19	6	2										3	2426	103	2532	95.8	4.1		
Second		2	471	993	395	123	42	12	4									2	1859	181	2042	91.4	8.8		
Third			16	562	983	491	196	49	13	3	1							16	2036	262	2314	88.0	11.3		
Fourth				32	472	854	520	211	90	30	6	3	2					32	1846	342	2220	88.2	11.7		
Fifth					11	353	659	529	237	91	31	6	1					11	1541	366	1918	80.3	19.1		
Sixth						32	316	607	499	235	98	21	1					32	1422	355	1809	78.6	19.1		
Seventh						1		21	297	538	470	187	47	11				22	1305	245	1572	83.0	15.8		
Eighth							1	19	208	466	413	181	48	12	20	1087	241	1348	80.6	17.9					
Total Under Age	3	2	16	32	12	32	22	19											138						
Total Normal Age			762	1651	2039	1850	1698	1495	1433	1245	936	413							13522				85.8		
Total Over Age						76	142	244	274	344	359	323	258	63	12					2095				13.3	
GRAND TOTAL	3	761	1667	2071	1938	1872	1761	1726	1589	1295	736	258	63	12						15755					

EXPENDITURES PER PUPIL, 1890-1915.

A—Per capita cost based on enrollment.

B—Per capita cost based on average number of pupils belonging.

YEAR	Teachers' Salaries		Buildings		Expenses Exclusive of Buildings		Books and Supplies		Total Expenditures	
	A	B	A	B	A	B	A	B	A	B
1890-91...	\$10.40	\$17.12	\$ 7.94	\$13.05	\$17.16	\$28.24	\$....	\$....	\$25.11	\$41.31
1891-92...	12.67	17.87	9.47	13.36	30.06	42.38	.22	.31	39.54	55.74
1892-93...	12.57	16.97	39.44	53.26	25.54	34.49	1.79	2.26	64.99	87.75
1893-94...	13.35	16.99	13.76	18.78	23.14	29.45	.65	.82	37.89	48.23
1894-95...	13.27	16.98	9.57	12.25	23.97	30.69	.87	1.11	33.54	42.94
Yrly. Avg. for the 5 years	\$12.45	\$17.18	\$16.03	\$22.16	\$23.97	\$33.05	\$.88	\$1.12	\$40.21	\$55.19
1895-96...	\$13.55	\$16.31	\$.01	\$.02	\$26.99	\$32.48	\$.74	\$.89	\$27.00	\$32.49
1896-97...	12.85	15.10	2.63	3.11	21.33	25.17	.70	.82	23.97	28.28
1897-98...	12.79	14.86	4.71	5.51	26.09	30.53	1.47	1.64	30.81	36.04
1898-99...	13.12	15.49	2.15	2.54	22.61	26.71	.87	1.03	24.76	29.75
1899-00...	12.83	15.43	2.64	3.17	24.59	29.58	.88	1.06	24.59	29.58
Yrly. Avg. for the 5 years	\$13.02	\$15.45	\$ 2.43	\$ 2.87	\$24.32	\$28.89	\$.93	\$1.09	\$26.22	\$31.23
1900-01...	\$14.51	\$17.96	\$ 1.82	\$ 2.25	\$24.28	\$29.98	\$.79	\$.98	\$26.04	\$32.23
1901-02...	15.06	18.20	4.52	5.45	24.96	30.01	.84	1.02	29.42	35.47
1902-03...	14.98	17.65	3.80	4.48	28.34	33.40	2.28	2.69	32.14	37.88
1903-04...	16.19	19.06	4.38	5.16	26.42	31.10	.65	.77	30.81	36.26
1904-05...	16.92	20.24	6.59	7.89	27.18	32.51	1.09	1.31	33.77	40.40
Yrly. Avg. for the 5 years	\$15.53	\$18.62	\$ 4.22	\$ 5.05	\$26.23	\$31.40	\$1.13	\$1.35	\$30.43	\$36.45
1905-06...	\$17.45	\$20.73	\$ 2.22	\$ 2.64	\$29.46	\$35.02	\$1.44	\$1.71	\$31.71	\$37.66
1906-07...	18.11	21.41	5.50	6.50	28.18	33.31	1.37	1.62	33.68	39.81
1907-08...	19.79	23.98	5.82	7.05	31.57	38.23	2.57	3.12	37.39	45.29
1908-09...	21.09	24.95	11.92	14.10	33.89	40.12	1.80	2.13	45.81	54.22
1909-10...	22.18	26.69	10.07	12.11	37.24	44.81	1.97	2.37	47.32	56.92
Yrly. Avg. for the 5 years	\$19.72	\$23.55	\$ 7.10	\$ 8.48	\$32.05	\$38.29	\$1.83	\$2.19	\$39.18	\$46.78
1910-11...	\$24.07	\$29.23	\$18.89	\$22.95	\$39.49	\$47.95	\$1.94	\$2.37	\$58.38	\$70.90
1911-12...	26.98	31.89	8.46	10.00	58.23	68.84	1.85	2.18	66.69	78.84
1912-13...	26.36	31.51	19.96	23.86	38.53	46.08	2.04	2.45	58.49	69.93
1913-14...	25.96	31.09	11.03	13.21	48.45	57.93	2.36	2.83	59.39	71.14
1914-15...	27.26	32.15	8.37	9.87	43.89	51.80	2.06	2.44	50.53	59.59
Yrly. Avg. for the 5 years	\$26.13	\$31.17	\$13.34	\$15.98	\$45.72	\$54.52	\$2.05	\$2.45	\$58.70	\$70.08
Yrly. Avg. for the 25 years	\$17.37	\$21.17	\$ 8.63	\$10.81	\$30.46	\$37.21	\$1.33	\$1.60	\$38.95	\$47.95

AVERAGE NUMBER OF PUPILS BELONGING, THE NUMBER OF TEACHERS EMPLOYED, AND COST
OF BOOKS AND TUITION.

	Average Number Belonging	Number of Teachers	Cost of Books and Supplies	Cost of Instruction		Per Pupil Based on Average Number Belonging
				Aggregate	Per Pupil Enrolled	
1890-1.....	3,869.6	101	\$66,251.50	\$10.40	\$17.12	
1891-2.....	5,404.2	129	96,554.35	12.51	17.88	
1892-3.....	6,567.8	157	111,456.85	12.57	16.97	
1893-4.....	7,929.1	190	134,722.35	13.35	16.99	
1894-5.....	8,586.0	225	145,853.31	13.27	16.98	
1895-6.....	8,951.4	227	146,000.76	13.55	16.31	
1896-7.....	9,585.1	245	145,312.52	12.85	15.16	
1897-8.....	10,197.1	254	151,547.69	12.70	14.86	
1898-9.....	10,404.5	272	161,245.27	13.12	15.50	
1899-0.....	10,463.5	285	161,487.87	12.83	15.43	
1900-1.....	10,482.8	301	188,293.05	14.50	17.96	
1901-2.....	11,021.6	322	11,239.54	.84	200,646.90	15.14
1902-3.....	11,507.0	349	26,180.78	1.93	203,179.17	14.98
1903-4.....	11,674.9	346	8,992.18	.53	222,567.24	16.10
1904-5.....	12,040.0	359	14,739.31	1.02	236,910.11	16.44
1905-6.....	12,917.8	391	15,480.91	1.02	256,542.62	16.85
1906-7.....	13,316.6	422	15,071.21	.95	285,127.00	18.11
1907-8.....	13,667.7	446	42,631.88	2.91	332,422.15	20.08
1908-9.....	14,174.0	466	30,244.94	1.83	343,117.79	20.45
1909-10.....	14,839.0	483	35,237.27	1.97	386,123.64	21.07
1910-11.....	15,817.4	539	37,425.95	1.95	420,688.30	23.47
1911-12.....	16,547.4	598	36,214.94	2.08	515,872.04	29.63
1912-13.....	16,957.3	576	46,493.61	2.59	534,376.01	29.78
1913-14.....	18,298.1	613	51,803.52	2.36	569,058.82	25.96
1914-15.....	19,193.9	643	46,822.34	2.06	619,370.92	27.36

**GROWTH OF THE SCHOOLS DURING THE TWENTY-FIVE YEARS FOLLOWING CONSOLIDATION
IN 1890.**

Number of Pupils Enrolled (Original Entries).

	Kindergarten	Beginners ^a	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ungraded	High School				Special	Totals	
												1st Year	2nd Year	3rd Year	4th Year			
1890-1...	2458	941	944	989	353	430	120	85	...	...	...	48	...	...	...	6,368	
1891-2...	2657	1313	1083	1116	607	401	227	111	...	72	24	...	...	12	...	7,618	
1892-3...	1908	1382	1260	1292	1058	802	493	185	...	112	53	...	...	42	...	8,868	
1893-4...	2042	1531	1346	1267	1397	924	647	402	279	...	133	67	...	...	204	...	10,092
1894-5...	1986	1706	1481	1366	1241	1266	750	467	347	...	204	84	66	48	29	...	10,993	
1895-6...	1453	1768	1563	1465	1251	974	946	518	377	...	221	128	61	48	28	...	10,773	
1896-7...	1650	1531	1576	1595	1385	1053	862	634	520	...	217	135	97	56	56	...	11,311	
1897-8...	1742	1628	1425	1614	1540	1173	963	660	592	...	273	122	106	61	61	...	11,929	
1898-9...	1767	1739	1460	1451	1600	1305	1025	704	579	...	304	171	84	162	162	...	12,291	
1899-0...	1871	1554	1706	1405	1475	1403	1155	739	608	...	272	205	138	53	53	...	12,584	
1900-1...	1886	1650	1599	1661	1341	1219	911	577	...	315	189	166	110	110	...	12,979		
1901-2...	1976	1769	1540	1546	1576	1263	1202	905	654	...	348	198	124	109	43	...	13,253	
1902-3...	1954	1810	1681	1535	1565	1387	1117	973	692	...	331	211	142	104	60	...	13,562	
1903-4...	2058	1837	1611	1729	1560	139	1175	867	769	...	317	176	109	86	51	...	13,742	
1904-5...	67	...	3004	2069	1761	1699	1943	1284	944	737	...	440	216	104	100	36	...	14,404
1905-6...	312	...	2982	2161	1906	1753	1708	1517	1057	721	...	523	316	137	137	35	...	15,223
1906-7...	213	...	3057	2228	2024	1837	1628	1586	1089	878	...	500	339	177	118	18	...	15,742
1907-8...	303	...	3088	2209	2207	2026	1691	1513	1283	980	30	505	346	216	158	...	16,555	
1908-9...	486	...	3291	2015	2107	2069	1673	1551	1258	1073	...	557	340	201	153	16,774
1909-10...	625	...	3367	2301	2106	2069	1994	1569	1294	1081	...	667	366	253	149	13	...	17,854
1910-11...	999	...	3689	2425	2298	2058	1966	1823	1298	1138	...	608	460	242	189	15	...	19,208
1911-12...	1351	...	3556	2519	2159	2134	1952	1686	1499	1040	32	649	444	226	19	19,561		
1912-13...	1117	...	3760	2604	2430	2137	2066	1756	1461	1244	81	615	446	334	200	23	...	20,274
1913-14...	1337	...	3857	2813	2657	2503	2059	2002	1511	1231	114	787	454	359	221	15	...	21,920
1914-15...	1351	...	3918	2671	2802	2528	2316	1911	1616	1242	108	858	624	392	277	20	...	22,635

AVERAGE NUMBER OF PUPILS BELONGING.

	Kinder-Garten	Beginner's	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ungraded	High School	Total
1890-91.....	1,286.5	720.0	620.3	593.1	253.7	237.4	78.0	54.3	52.2	26.2	3,869.6	3,869.6	
1891-92.....	1,567.2	1,007.2	911.9	779.3	521.6	293.2	165.5	85.2	73.2	152.5	5,404.2	5,404.2	
1892-93.....	1,032.9	1,124.2	1,036.3	954.8	828.6	616.4	434.2	238.1	149.8	155.2	6,567.8	6,567.8	
1893-94.....	1,155.4	1,367.8	1,160.1	1,025.2	1,077.6	801.0	533.0	388.8	216.7	215.2	7,929.1	7,929.1	
1894-95.....	1,056.5	1,464.5	1,249.3	1,106.6	1,002.4	972.9	652.1	423.7	342.6	315.4	8,586.0	8,586.0	
1895-96.....	729.5	1,574.2	1,405.0	1,252.8	1,068.7	873.9	773.9	519.2	364.2	390.3	8,951.4	8,951.4	
1896-97.....	852.3	1,492.9	1,389.2	1,387.5	1,229.4	946.1	755.8	628.6	484.1	419.2	9,585.1	9,585.1	
1897-98.....	817.2	1,644.7	1,327.8	1,393.9	1,379.9	1,079.0	842.4	687.8	533.3	492.1	10,197.1	10,197.1	
1898-99.....	823.8	1,704.1	1,354.3	1,262.8	1,365.0	1,167.9	921.2	667.5	572.1	565.8	10,404.5	10,404.5	
1899-00.....	1,022.6	1,469.6	1,494.1	1,240.5	1,237.4	1,211.5	991.8	683.4	560.7	551.9	10,463.5	10,463.5	
1900-01.....	832.9	1,604.8	1,314.7	1,351.8	1,192.6	1,115.2	1,046.1	777.3	590.5	656.9	10,482.8	10,482.8	
1901-02.....	985.7	1,641.0	1,406.4	1,303.0	1,333.6	1,142.6	1,043.6	855.7	623.0	685.4	11,021.6	11,021.6	
1902-03.....	1,166.4	1,709.0	1,462.6	1,369.2	1,364.6	1,182.8	1,016.8	846.0	679.8	709.2	11,507.0	11,507.0	
1903-04.....	865.5	1,941.6	1,453.7	1,504.0	1,401.2	1,251.9	1,013.4	852.2	716.7	674.8	11,674.9	11,674.9	
1904-05.....	39.5	2,168.5	1,703.9	1,489.3	1,430.2	1,637.4	1,210.0	848.0	730.4	782.8	12,040.0	12,040.0
1905-06.....	132.2	2,212.8	1,800.3	1,657.2	1,533.4	1,491.5	1,381.0	1,039.7	708.6	961.1	12,817.8	12,817.8
1906-07.....	105.3	2,200.6	1,876.5	1,720.7	1,655.1	1,431.0	1,361.8	1,101.7	885.8	978.7	13,316.6	13,316.6
1907-08.....	169.1	2,149.4	1,766.2	1,848.4	1,741.7	1,480.4	1,331.9	1,181.1	960.8	10.4	1,028.3	13,667.7
1908-09.....	265.5	2,393.3	1,720.1	1,781.9	1,810.2	1,532.4	1,381.2	1,149.8	1,041.0	1,095.6	14,174.0	14,174.0
1909-10.....	308.7	2,424.3	1,959.5	1,762.9	1,780.5	1,743.2	1,382.6	1,219.7	1,017.9	1,240.5	14,839.8	14,839.8
1910-11.....	520.3	2,578.2	2,018.5	1,977.4	1,768.6	1,657.1	1,637.7	1,190.6	1,137.1	17.7	1,314.2	15,817.4
1911-12.....	766.3	.....	2,617.9	2,072.6	1,905.4	1,922.0	1,532.7	1,434.3	1,051.8	1,471.1	16,547.4	16,547.4
1912-13.....	632.9	2,693.4	2,162.4	2,070.6	1,859.6	1,827.2	1,588.8	1,357.4	1,231.5	80.2	1,453.3	16,957.3
1913-14.....	747.1	2,773.9	2,318.0	2,290.3	2,190.4	1,781.4	1,422.6	1,222.2	88.1	1,600.6	18,298.1	18,298.1
1914-15.....	828.7	2,904.3	2,192.2	2,419.2	2,242.7	2,045.4	1,782.7	1,543.6	1,250.9	94.4	1,889.8	19,193.9

NAMES OF PUPILS PROMOTED TO HIGH SCHOOL**BONNEVILLE.****Eighth Grade.**

Alex Anderson, Orein Anderson, Rolf Anderson, Laura Cole, David Hitesman, Myrtle Holt, Ernest Ipson, George Nelson, Norine Phillips, Parsival Skoglund.

BRYANT.

Dorothy Darling, Zelma I. Fuller, Laura M. Glass, Lola Gunder-
son, Edith A. Holmes, Jessie Jack, Adeline Jacobson, Ethel Jacobson,
Mary Miller, Marguerite Morris, Adeline N. Ockey, Dora Posser,
Mildred A. Sheldon, Emaelia Sims, Virginia Wirthlin, Glen C. Ander-
son, Charles E. Astler, William D. T. Bohm, Patrick M. Buller, Joseph
H. Hogan, Fred Johnson, Donald J. McFaul, Russel F. McIntosh,
Francis A. Madsen, Mamfield C. Reading, Arthur J. Roberts, Samuel
J. Rosenblum, Dean Stewart West.

EMERSON.

Maud Adams, Hildred Bai, Henrietta Blau, Ruth Brinton, Marjorie
Buchanan, Marie Busch, Dorothy Clarke, Marjorie Chase, Myrna
Coulam, Golda Dansie, Roberta Dansie, Arvilla Dewsnup, Erma
Groves, Dora Jensen, Pearl Kimball, Winnifred Morrison, Leona
Nielson, Florence Pechart, Blanche Robb, Dorothy Robison, Ruth
Rock, Mildred Samuelson, Allie Seamons, Laurene Shields, Mable
Smith, Irene Steele, Ethel Street, Theresa Stocker, Catherine Sweazey,
Gladys Tullidge, Ruth Walgren, Florence Welte, Carl Adams, William
Akert, Clyde Anderson, Sumner Barton, Wallace Cook, Elbert Curtis,
Ferris Eccles, Jewel Hartwell, Oral Larsen, Joseph Lund, Alma Marti,
Earl Odell, Randolph Reusser, Waldo Stewart, Earl Swift, Milton
Taggart.

FOREST.

Afton Anderson, Erma Anderson, Morya Anthony, Maurine Ben-
nion, Harry Boshardt, Clara Butts, Hallie Cahoon, Elizabeth Campbell,
Lois Cannon, Lewis Clark, Marie Cook, Julian Coray, Marion Crowley,
Betha Davidson, Claudius Garn, Adeline Geer, Lewis Hansen, Glen
Heiner, Ed Hyde, Artimesia Jensen, Dan Kimball, Edward Lewis,

Melba Lindsay, Franklin Madsen, Earle Matthews, Annie Merrill, Verna Miller, Elizabeth Nisbet, Maggie Nisbet, Agness Olsen, Robert Olsen, Helen Reed, Ernest Salm, Ethel Smith, Vauna Smith, John Snell, Presley Talbot, Lilly Thalmann, Stellan Thedell, Hadlond Thomas, Robert Viles, Leonard Williams.

JACKSON.

Eula Asher, Eva Ashton, Don Bishop, Bernadine Brandley, Wayne Brown, George Barker, Franklin Backman, Winnie Cassidy, Amanda Clausen, Howard Dyer, Lucille Backman, Margaret Evans, Joseph Isaac, John Jones, Clyde Leavitt, Edith Leatham, Clarebel Middlemiss, Muriel Miller, Ellen McDonald, Van Milligan, Lyle Newman, Will Player, Georgia Rankin, Gertrude Reid, Edith Robinson, Ella Shingleton, Iver Stromberg, George Swenson, Harold Terry, David Williams, Lionel Anderson, Harlen Bannan, Willie Bartlett, Willard Emery, Louis Emmertson, Charles Hurst, Jack Giacomo, Melvin Johnson, Clifford Jonasson, Frank Mitchell, Fred Reese, Will Spry, Charles Winter, Mildred Ball, Ethel Brown, Verna Bouck, Bina Duncombe, Libbie Emery, Elvie Emery, America Hutchison, Lucille Hancock, Jennie Lund, Hazel McCardell, Ella Milligan, Magdalen Mackintosh, Bernice Selley, Ethel Shingleton, Melba Timpson.

Mid-Year.

Thelma Jennet Wilson, Mae D. Taylor, Theresa Louise Ball, Lester W. Bauman, Irene Brooks, Ethel Leone Bult, Ella Clark, Walter J. Donoveil, Fred R. Dunn, Annie C. Edwards, George G. Ford, Linwood Foster, Ruth Gladys Foster, Annie Marie Frantz, Ruth Esther Goudie, Ethel A. Hawes, Bertha C. Hodges, Eva A. Hottiger, Mabel M. Ireland, Eva Winifred Kempton, Grace Eloise Kempton, Gladys May Kingdon, Virgil S. Kingsbury, Helen Pauline Kratzer, Rose Middlemiss, Lillian Noall, Henry D. Walsh, Fred F. Webb, Stella Williams.

JEFFERSON.

Eighth Grade.

Lester Aubrey, Levon Bills, Harris Birkinshaw, Ralph Brown, Hyman Cohen, Morris Cohen, Robert Cotten, Harold Davis, Friend Deahl, Joseph Delvecchio, Earl Heaton, Clyde Ingham, Osborne Johansen, Clifford Jones, Joseph Kresser, George Meyer, Abe Mishkind, Joseph Nathan, Henry Parkes, Lewis Peck, Imer Pett, Sher-

man Preece, Frank Slight, Thurman Snarr, Rupert Soderberg, Karl Weiler, Vaughn Worthen, Charles Young, Lucile Anderson, Jessie Barker, Clarice Blakemore, Aften Christensen, Lucile Davis, Iva Deahl, Naomi Ensign, Allene Heath, Luella Hunter, Ruth Hurley, Dorothy Jensen, Anna Jones, Nettie Lieberman, Ethel McArdle, Nellie McDonald, Marguerite McGrath, Florence McHugh, Alice Meyer, Blanche Morgan, Ethel Murrish, Alma Ostlund, Camilla Paulson, Claire Pettit, Annie Pitts, Thelma Seeley, Vera Soderberg, Mary Sutton, Emma Thorpe, Martha Van Cott, Leila Warner, Loretta Wegscheider, Gwenlyan Worthen, Theresa Zachrison.

Ninth Grade.

Edward H. Andrews, Leo J. Buckley, Harold Carn, Gordon E. Carlson, Milton W. Cutler, Clarence G. Cartwright, Dewey Cotten, Dewey Garrick, William E. Garbett, J. Dewey Harmon, Edward Hayden, Arthur S. Heagren, Claude Henderson, Douglas Halverson, Ernest H. Peters, Ralph G. Rigby, Gerald A. Valentine, Vernon Wells, Venice Allred, Florence Andreason, Babetta Bruderer, Margaret Dean, Helen Gabbott, Pauline Laubengaier, Mary L. Myerhoff, Hedwig K. Regh, Constance A. Roueche, Helen F. Rauch, Marie Stull, Emma Van Cott.

LAFAYETTE.

Ruth Anderson, Francis Armstrong, Frank Bailey, Ira Barker, June Borg, Beryl Brodie, Winnifred Brown, La Rue Cahoon, Frank Chinn, Dolly Christensen, Keate Cook, David Cummock, Norman Felt, Clarence Giles, Mary Hagenbarth, Hartland Halliday, Allan Haymond, Conrad Heikes, Aron Hower, Norma Hunter, Josephine Jenkinson, Homer Kitchens, Geneva Lieff, May Matson, Corinne Maupin, Mildred Maupin, Ellene Middaugh, Chester Midgley, Helen Murdock, Marion Nottage, Edward Richards, Jay Rogers, Lucile Schettler, Anna Smith, Rhoda Spencer, Florence Springer, Julia Taylor, Lucy Taylor, Richard Taylor, Dora Thomas, Robert Timms, Chin Ting, Bernhardt Van Dyke, Ethel Walters, Betsy Webster, Hardin Whitney, Katheryn Whitney, Russell Widdison, Douglas Wiest.

LOWELL.

Joseph Bean, Claire Pearson Christopher, Charles Albert Clark, Lee Dickerson, Elmer George Eldredge, Hyrum Swen Erickson, Carol Jason Hicks, Clifford Husbands, Roy Emanuel Lunquist, Ernest Kenneth Lyon, Arthur Leon Melick, Vernon Peterson, Brigham Arthur Seare, Edward L. Sheets, George Lorenzo Snow, Dorothy

Victoria Blades, Nellie Leona Bowlden, Adelaide Ruth Burt, Inez May Burton, Madeline Latham Caldwell, Marjorie Gladys Clark, Gertrude Leona Coles, Dorothy Martha Cutler, Louise May Cutler, Alta Maud Derrick, Dorothy May Graham, Lillian Blenda Hampshire, Sena Ruth Hauerbach, Nellie May Hilton, Mary Elfretta Hunter, Marie Edna Hyler, Inez Eleanor Lewis, Lucile Katherine Muir, Cecil Violet Price, Geneve Saville, Dorothy Snow, Marian Adelaide Smith, Leone Elva Wayman, Caldwell Adams, Linden Alder, Parker Bailey, Bruce Bidwell, Elliot Carlson, Joseph M. Connelly, Thayer Hills, James Hunter, Wilford Kirk, Carl Leaker, Jesse McEwen, Howard McGurran, Maurice Murphy, Ellsworth Pier, Earl Romney, Herman Romney, David Thomas, Victor Worsley, James Wright, Douglas Gooch, Clark Baker, Osmond Ford, Morris Wein, Gladys Bong, Caroline Cannon, Grace Deane, Angela Dunyon, Leone Earl, Ruth Eldredge, Rhoda Gunn, Carol Hutchins, Leona Johnson, Hazel Kener, Ruth Klipple, Josephine Koch, Edna Mantle, Mabel Pugh, Persis Quayle, Margaret Russell, Bessie Pomeroy.

MONROE.

Philip Barlow, Clarence Bocker, William Broadwater, Alma Burlingame, Carl Chatelain, Venosten Del Duke, Joseph Dykes, Henry Hackwell, Merrill Hansen, Melbourne McKenzie, Frank Newton, John O'Brien, William O'Neill, Ernest Pagano, Blaine Paris, Francis Peake, Albert Peterson, William Powell, Jacob Rosenblum, Lester Schuler, John Stirrat, Claude Strange, Harold Sugden, Carl Wagner, Ernest Wigren, Paul Williamsen, Cecil Zysling, Bessie Burlingame, Lola Fullmer, Ruby Gill, Viola Hansen, Ethelwynne Garrick, Meta Kimmie, Ruth Lawson, Florence Martinell, Vera McIlrath, Dorothy Morrison, Alta Oakden, Verna Poulton, Stella Sperry, Dollie Willumson, Izora Nebeker, Lucille Neslen, Anna Newcomer, Josephine Pratt, Jennie Quinn, Margaret Richards, Vera Simmons, Dorothy Sleater, Mamie Sleater, Mollie Smith, Valoy Smith, Orlean Stubbs, Kathrine Tavey, Estelle Thomas, Kathleen Thomas, Kathrine Tolhurst, Arlene Trumbo, Aileen Willumsen, Gladys Winn, Jean Wood, Blanche Worthen, Olga Mortensen, Margaret Goddard, Dorothy Gillespie, Mary Greenhalgh, Cleora Greenlaw, Bernice Hall, Mae Hanson, Stella Hanson, Gladys Hatch, Agnes Heiner, Marguerite Henchey, Reva Holdaway, Marggie Hodge, Mildred Horton, Gladys Jones, Mary Jones, Amy Kemp, Phyllis Lambert, Ethel Lawless, Josephine Matthews, Mary McFadyen, Ethel Moon, Dora Aldrich, Delida Anderson, Mary Ash, Lucile Ashton, Hattie Benson, Bessie Berg, Theresa Bowring, Beulah Bridwell, Arlein Brown, Grace Brown, Vera Brown, Marguerite Burton, Frances Carr, Liola Christy, Lola Coil, Mary

Conta, Vera Cronman, Ethel Davis, Eleanor Elton, Vera Evans, Helen Goddard, Richards Whitmore, Howard Watkins, Harry Willenski, Lyman Williams, Thomas Winters, Ralph Wood, Harlief Anderson, Gordon Bentrod, Kenneth Bosch, Sheldon Brewster, Aldons Brooks, Sam Bruckner, Louis Brunner, Paul Burton, Raymond Carkeek, Alvin Christensen, Joseph Cottis, Chester Cumming, Harry Daniels, Webster Davis, Victor Day, Milo Eliason, Kent Evans, Arthur Hahn, Raymond Hickcox, Byron Johnson, Roy Karren, Jack Kelley, Archie Langford, Lewis Langford, George Larson, Oscar Larson, Ed Lewis, Oscar Lundgren, Anor Margetts, Leroy Masterman, Harvey Mellen, Dave Olander, Elmer Paschal, Elroy Pickering, Richard Polette, Clive Ray, Walter Reese, Sam Scott, Teague Sorenson, Sam Stewart, Dante Tinetti, Lewis Wallace.

ONEQUA.

Frances Cardell, Ada Catmull, Florence Edgar, Della Edward, Minnie Ferrin, Ruth Ingleby, Florence Ingleby, Stella Jones, Mary Kingdon, Irene Lamph, Erma Lees, Edna MacKean, Janie Millecam, Annie Nai Smith, Dora Perkins, Nora Player, Dorothy Pye, Florence Ringwood, La Vera Robinson, Ruth Seal, Genevieve Soderberg, Wilford Anderson, Francis Brennan, Leonard Brennan, Glen Burt, George Callister, Harvey Garrity, Jos. Grundmann, Stanley Hendry, Joseph Hoglund, Blaine Kingsbury, Percy Lockwood, Albert Mollerup, Albert Noall, Holger Peterson, Henry Schindler, George Sehy.

POPLAR GROVE.

Alton Sorenson, William Wurzback, Stanley Fink, Willie Fleck, Wilford Carlson, Jennie Pratt, Elma Potter, Roy Pruhs, Irene Raikes, Alfred Janke, Edith Davis, Marcellus Bills, Fred Lloyd, Jennie Wilker-son, Marguerite Pollei, Augusta Naschcke, Leona Broadwater, Rose Sadler, Clarissa Gold, Martha Gerstner, Robert Ellison, Jessie Need-ham, Alice Brown, Phoebea Gedge.

RIVERSIDE.

Edgar Hadfield Abbott, Alfred Willard Anderson, John Napier Hart, Harry Brownlee Jones, Alexander McPhie, Charles Wm. Simp-son, George Franklin Wagner, Harold Ericson Weed, Elizabeth Bernice Aultman, Helen Madeline Brown, Edith Virginia Budd, Lillie Annie Goldberg, Annie Sarah James, Lillian Dale Leek, Elsie Grace Little, Leone Mault, Agnes Hines Napier, Hazel Leona Nielson, Wentworth May Phillips, Florence Pocock, Maine Rowe, Alice Elizabeth Sanford, Florence Sudbury, Edith Ruth Taylor, Gladys Fullmer.

SUMNER.

Maud Chartrand, Erma Horrocks, Evelyn Hoag, Elsie Lund, Edith Lewis, Gladys Motzkus, Dorothy Onyun, Emma Siebert, Norma Stark, Eloise Watkins, Millie Steres, Agnes Mitchell, Helen Wisner, Wayne Bodell, Cecil Beckman, Charles Burgess, Paul Hodgson, Sister Hovey, George Mortensen, Harold Nelson, William Onyon, Mark Gallacher, Blanche Anderson, Clyde Ashton, Grace Crandall, Elizabeth Dewar, Ernest Davis, Marie Fullmer, Rebecca Hansen, Otto Halvorsen, Alice Hall, Alvin Hall, Katherine Irvin, Ruth Johnson, Frances Kendrick, Henriett Lunquist, R. J. Mitchell, Frank McKensie, La Von Muthhart, Elizabeth Puls, Helen Parker, Helen Packward, Harold Peterson, Rosa Rausch, Muriel Rausch, Wendell Solomon, Katherine Solomon, Louis Stevenson, Doris Tinges, Irving Thompson, Maud Taylor, Marcus Whitman.

TRAINING.

Dorothy Bacon, Wesley Barton, Fred Bischoff, Victor Bone, Alan Brown, Ben Bullough, Eleanor Cameron, Martha Cannon, Edward Cederlof, Ruth Cecil, William Charlton, Frances Collier, Isabelle Davidson, Doris Day, Florine Eliason, Thelma Grace, Catherine Harvey, Kenneth Kahn, Irene Lamont, Jane McGee, Anna Merrill, Richard Middleton, Ruth Miller, Gladys Paramore, Paul Perkins, Ethel Prouse, Merle Sevy, Stanley Seigfus, Lewis Stearns, Della Stookey, Lillian Swenson, Henrietta Stiefel, Louis Taufer, Alvin Taylor, Helen Thomas, Ayton Thurman, Albro Vrooman, Vern Walker, Lewis Westbrook, Jeanette Parry.

WASATCH.

John Armstrong, Jay Buswell, Norwood Cook, Arthur Foulger, George Giles, Claude Glenn, Boyd Guthrie, Philip Giberson, Robert Gorlinski, Howard Jones, Henry Johnson, Clarence Johnson, William Knowles, Thomas Kelly, Clarence Lutz, Russell Morris, Cluff Pawlas, Karl Pannier, Mylorie Peak, Wallace Reiser, James Stannard, Robert Timms, Harvey Shoemaker, Stanley Walker, LeJuene Ackerman, Ruth Brown, Myrtle Buckwell, Lois Farrell, Evelyn Francis, Helen Fowler, Gladys de Groot, Gene Hanson, Arvilla Morley, Eleanor Richards, Danella Straup, Priscilla Stohr, Dolores Spitko, Katherine Sullivan, Ruth Wolfe, Lillian Keveren, Phyllis Keveren, Rolf Bolin, Clift Crocroft, Phares Horman, James Hess, Otto Lee, Otto Mickelson, Fred Nelson, Owen Reickmann, Mansur Sanders, Hans Zorn, Katie Af-

fleck, Viola Ahern, Jean Bailey, Cornelia Burdick, Rhea Brain, Maud Crow, Reba Crow, Della Cravens, Helen Chance, Stella Cheshire, Mildred English, Ethel Fewens, Irene Gray, Margaret Grether, Nora Hendry, Beth Ivie, Grace Mooney, Phyllis Piper, Frances Preece, Lenora Pinnock, Lyda Rossiter, Sylvia Sebastian, Lily Axton, Zeleno Bernston, Henrietta Bird, Ruth Black, Mildred Burrows, Fay Boyter, Lucille Covey, Audrey Dalton, Helen Dewey, Helen Donnan, Dorothy Gayford, Lenna Hathaway, Alice Hess, Jenne Hyde, Rhea Lamplugh, Margaret Orem, Mary Spencer, Helen Schreck, Grace Washburn, Wallace Castleton, Charles Coombs, Lawrence Drake, Hawley Earll, Richard Ellerbeck, Harlan Erickson, Ted Fitzgerald, Clyde Gawan, Franklin Livsey, Harry Lambrecht, Glen Lyman, Edson McCanse, Stokes Nebeker, McTavish Pyke, Howard Scolfield, Harry Thompson, Walter Warkentin, Lorraine Allen, Frances Armstrong, Adelaide Anderson, George Atkin, Jesse Coombs, Howard Heginbotham, Lawrence Kampe, Charles Martin, Herbert Perrett, Fred Provol, Amanda Carroll, Louise Castleton, Irma Castleton, Leone Kener, Joyce Nebeker, Clara Swain.

WEBSTER.

Harold Cromar, Perry Collett, Howard Dangerfield, Norman Hines, Forde Johnson, Monta Johnson, Fred Krauth, LeRoy Larsen, Donald MacKay, Edward Thomson, Harold West, Herbert Woods, Gladys Forkes, Arzella Hillstead, Alaine Johnston, Inez Lillie, Margaret McPhie, Florence Markel, Julia Neuhausen, Lylah Opie, Ruth Riser, Rozetta Solomon, Janice Swain, Ellen Schramm, Teresa Veltz, Fayth White.

WHITTIER.

Lewis Cutler, Floyd Doxey, Joseph Hair, Albert Huber, Rulon Jones, Samuel Lester, Leroy Parker, Ray Shepherd, Harald Sheets, Ivory Smith, Raymond Snyder, George Snyder, Elias Woodbury, Myrtle Beck, Merelda Burton, Dolores Evers, Jessie Elliott, Dorothy Green, Aretta Hardy, Sylvia Hedman, Lucy Johansen, Doris Kimball, Elsie Manning, Dora Martin, Edith Raleigh, Aleen Roberts, Martha Roberts, Bernal Sheets, Zetha Smith, Leo Allen, Cecil Brown, Burt Crowton, Clifford Gray, Kenneth Mauss, Charles Ripka, Ingbert Sorenson, Bernell Sturgis, George Scott, Arvilla Bond, Helen Hennefer, Lillian Larsen, Ebba Lofquist, Fay Miller, Justina Pruss, Marie Ridd, Dora Sander, Leone Sainsbury, Cora Swenson, Bernice Tellefsen, Florence Truelson, Cloa Watford, Sarah Worthen.

EAST HIGH (ELEMENTARY DEPARTMENT.)

Judith Applequist, Lily Allen, Elizabeth Baumberger, Jenny Brekke, Dorothy Carpenter, Blanche Carlson, Vernon Christensen, Helen Cirkel, Edna Cromar, Katherine Davis, Berniece Derrick, Hannah Dobson, Jesse Duffin, Genevieve Fueger, Vernal Funk, William Graham, Howard Green, Joel Grover, Dorothy Gulbransen, LeRoy Hains, Lynn Hoggan, Frank Lister, Ralph Lovendale, Owen Marshall, Harold May, Jack R. Naylor, Leona Nelson, Simon Passer, Ruth Rasmason, Dennis Ridges, Dean Robinson, Victoria Scott, Afton Seal, Spencer Sheets, Kenneth Smith, Neoma Thorup, Abraham Thorup, Phyllis Tregeagle, Amy Walton, Jean Wilson, Jacqueline Edwards, Ilma Emms, Edna Geertson, Elizabeth Gill, Chlorise Goulet, Fern Hill, Melba Homer, Gladys Johnson, Clela McAllister, Nola McCaslin, Grace Moran, Ruth Muir, Grace Perkins, Romaine Peterson, Alice Pettet, Margaret Russell, Hannah Tasem, Ervene Wallace, Marie Wickliff, Afton Williams, Valdi Christensen, Dean Collett, Max Creer, Stephen Beattie, Herman Buchholz, Vere Frampton, Henry Watson, Lester Guild, Lewis Jensen, Harry Keddington, Fred Keeler, Virgil Rasmussen, Dick Rowe, Everett Seeley, Douglas Todd, Henry Watson, Bertha Avery, Marian Clement, Lathel Coul, Margaret Cutting, Douglas Beattie, Henry Boden, Earl Braun, Carl Christensen, Teddy Draper, Arthur Floodquist, Milton Garn, Allen Ganahl, William Holschuh, Leon Hudson, Donald Lambert, Lloyd Larson, Frank Lyman, Howard McNichols, Will Newland, Fred Rasband, Wilford Schafer, Richard Scott, Edward Tuckerman, Elmer Turner, Daisy Beveridge, Ruth Caffall, Hilma Dufra, Isabelle Ewing, Ella Frost, Alberta Grant, Vivian Hefty, Lestie Kent, Anna Larson, Gladys Murphy, Frances Oliver, Ida Onasch, Belva Smoot, Ruth Turner, Beth Robinson, Carlos Badger, Hollis Chalmers, Durward Clark, Charles Dowse, Reuben Farnsworth, Roy Hanson, Reid Jewkes, Clark Jones, Lester Kinney, Lawrence Naylor, Waldo Pendleton, Robert Starr, Stanley Smurthwaite, Clyde Shepherd, Fred Taylor, William Thomas, Endra Ashby, Melba Boyle, Drucil Clark, Grace Daly, Catherine Fowler, Esther Holt, Jeannette Hencley, Annie Hoggan, Koleen Jewkes, Carol King, Ina Lindstrom, Alice Lambert, Mary Morris, Cecil Root, Virginia Wherry, Lillian Wright, Gladys Walker, Beatrice Smurthwaite, Adelaide Sullivan, Irene Smith, Helen Stilwell, Edna Stromness, Martha Teeters, Dorothy Wasserman, Edith Williams, Eleanor Wooley, Helen Wallace, Josephine Davis, Theo Donelson, Phyllis Daynes, Margaret Goodman, Vera Gudgell, Larne Gardner, Ethel Glaze, Addie Green, Gwendolyn Hallstrom, Pearl Hiatt, Ruth Iverson, Helen Ingham, Thelma Keddington, Janice Kirby, Eva Kay, Ella Lundberg, Bessie Newton, Gertrude Price, Leona Pinney, Maretta Sheppard, Blythe

Sheppard, David Alder, James Barney, Ralph Bassett, Ivan Burns, Leigh Barnes, Guy Cole, Edward Clive, Rulon Davis, Warren Gilmer, Edward Hogan, Allan Hendry, Wilford Johnson, Edward Johnson, Edward Kump, Richard Latimer, Raymond Law, Allen Midgley, Elliott McCraw, George Osborne, Lindsay Pomeroy, Clifton Riley, Neil Smith, Clair Senior, Graham Susman, Jesse Thompson, Ralph Vetterli, Oliver Warburton, Melvin Wells, Gordon Wirick, William Wraith, Raymond Webb, Ralphene Bayrell, Sybil Beck, Myrtle Brown, Maurine Bouring, Aleta Breiting, Unity Bullock, Pauline Bywater, Orthella Clark, Frances Cosgrave, Alice Dean, Grace Denton, Alice Davies.

HIGH SCHOOL

PROGRAM

June 11, 1915.

Selection—"Poet and Peasant"	High School Orchestra
Salutatory	Heber Sevy President East High School Class
*"High School Days".....	Class
Original Poems by Gwendolyn Woolley, Katherine Cannon.....	Annette Vincent
Chorus—"Every Flower" from Madame Butterfly.....	Senior Girls
Original Poems by Ethel Ostler, Eva Perry, Lawrence Hyde.....	Grace Davis
Class Offering	Russell Yeates President West High School Junior Class
Acceptance	Allen Martineau President Junior Class East High School
Valedictory	Stephen Kerr President West High School Class
***"Farewell"	Class
***Selection—"Salt Lake Hi".....	High School Orchestra
Presentation of West High School Class.....	Principal L. M. Gillilan
Presentation of East High School Class.....	Principal Ira D. Travis
Awarding of Diplomas	George A. Eaton, Supervising Principal
"Red and Black"	All High School Orchestra
*Words by Esther R. McCanse, East High School	
**Words by Marguerite Allen, West High School	
***Composed by L. P. Christensen	

GRADUATES.**NORMAL COURSE.**

Bowdidge, Florence Pearl	Newman, Alice
Callister, Ella	Ostler, Ethel
Cannon, Katherine	Oswald, Pearl
Cromar, Maude	Perry, Eva
Fleury, Louise Edna	Perry, Jessie
Lang, Bethene	Roy, Marguerite
McDonald, Lillie	Seidler, Katherine Elizabeth
Mantle, Rosella	Tripp, Gertrude
Matteson, Christie	Vincent, Annette
Monahan, Lela Kathryn	Williams, Grace
Murphy, Blanche	Wooley, Gwendolyn

SCIENTIFIC COURSE.

Stowe, Geneieve	Kelly, Wallace Blaine
Baer, Frank M.	Kerr, Stephen
Bardwell, Dwight C.	King, Royal
Benson, Willmar T.	Lambert, Earl W.
Bird, Frank C.	Merrihew, Boyd
Burton, Frederick Holden	Mowrey, Basil
Coleman, David F.	Nelson, Wayne Orlo
Fisher, Carl	Rogers, Vere H.
Frumkin, Milton Julius	Sevy, Heber M.
Godbe, Norman Frank	Smith, John
Gordon, Reynolds	Stevenson, George
Gray, Judson Derby	Weiss, Sam
Gurnsey, Harry Kincaid	Wilson, John H.
Haslam, Byron	Woodruff, Charles W.
Ingalls, Mark P.	Yundt, Robert C.
Iverson, Roderick Moth	

DOMESTIC SCIENCE COURSE.

Barker, Suzette	Peterson, Reba
Kiernan, Viola	Robinson, Edythe
Morris, Louise	Saville, Grace

CLASSICAL COURSE.

Bennion, Florence N.	Heginbotham, Persa
Carmichael, Lois R.	Youngberg, Helen W.
Christensen, Aileen Dean	Kimmerman, Helen Lee
Critchlow, Anna J.	Schreck, Mildred
Davis, Grace McClellan	Fowler, Morris G.
Dunyon, Estelle	Johnson, Bryan G.
Farnsworth, Lucile	Lewis, Ralph E.
Harries, Sylvia G.	Magor, Ronald C.

ENGLISH COURSE.

Jacobson, Elizabeth K.	Pickel, Esther
Kincaid, Beatrice	Robbins, Elizabeth
Margetts, Ada	Sadleir, Maud
Moon, Mary Alice	Taylor, Ruth Groo

ELECTIVE COURSE.

Allen, Marguerite	Schrader, Leah
Axton, Anna J.	Sharp, Bessie Sprague
Broughton, Dorothy Zella	Sharp, Helen
Brown, Velma	Simons, Ruth Edna
Bruggere, Belle	Sumpter, Opal
Calkins, Inez	Taylor, Helen Northup
Christensen, Naomi	Taylor, Mary Groo
Clawson, Margaret	Trimmer, Leota
Cook, Dorothy	Ward, Serena
Crane, Irene V.	Wells, Maud Louise
Davis, Indra	Wilkinson, Grace Irene
Folsom, Florence W.	Allen, Roy
Elliott, Romola	Barrette, Walter
Hanrahan, Angela	Bassett, Ralph H.
Harwood, Ruth	Bowerman, Emerson
Horlick, Beth Ruth	Fliege, Stewart
Hyatt, Virginia Clara	Dofflemyre, Ralph L.
King, Renan	Gray, Scott
Kugler, Ruth	Groo, Morris
Love, Mary Elizabeth	Guio, Shirley
McCanse, Esther	Hodge, Robert R.
McFarland, Burrus	Hyde, Lawrence William
McFaul, Irene	Ihrig, Russell M.
McKean, Jean	Inouye, Eddie Isami
Mandell, Ruth	Jennings, Edward
Marshall, Margaret	McCarty, Ray S.
Martin, Doris Elizabeth	Mayers, Leland
Matson, Esther	Mays, Harold
Matson, Meranda Eudora	Mortensen, Lawrence
Moon, Yvonne	Park, Urbane
Moyle, Elizabeth	Roberts, Herschel
Moyle, Paulina	Romney, Clyde
Pannier, Gladys	Rowe, Louis
Privett, Winifred	Rumph, Lee M.
Schielei, Katherine	Van Hake, Richard Arnold

MECHANIC ARTS COURSE.

Bouck, Heber LeRoy	Miller, Glenn
Carey, Claude E.	Nelson, Harry William
Love, Edward Milton	Openshaw, Frank Myson
McDonald, Gerald E.	Taylor, Lloyd
McGovern, Edward Orton	

GRADUATED OUT OF COURSE.

Homer, Lillian	Thomas, Frank
Parkinson, Elna D.	Timby, Fred
Goodrich, William	Van Alstine, Gordon
Peterson, Carl	

COMMERCIAL COMMENCEMENT PROGRAM.

June 9, 1915.

Piano Solo (Original Composition).....	Norman Nathan
Class President's Address.....	Lynn Baxter
Cornet Solo	Harold James
Recitation, "Money Musk"	Elsie Greene
"High School as a Training for Citizenship".....	William Hook
Bridal Chorus from "The Rose Maiden".....	Class
"Give Your Best".....	Martha Weston
Lullaby Chorus	Class
Address to the Class.....	Mr. J. C. Howard
	Member of the Board of Education
Presentation	Dorothy Burton
Acceptance	George Kirk
Presentation of Diplomas.....	Principal L. M. Gillilan
Farewell Song	Class

GRADUATES.

Boys.	Girls.
Austin, Glenn	Anderson, Hazel
Axelrad, Joseph	Anderson, Marion
Baxter, Lynn	Beveridge, Beatrice
Braby, Bryan	Budgett, Constance
Brimley, Leonard	Burton, Dorothy
Burt, McKieth	Coulson, Ione
Eardley, Wilford	Divett, Mae
Hook, William	Duncombe, Marie

GRADUATES, Continued.

Boys.	Girls.
Jackson, Orville	Greene, Elsie
James, Harold	Law, Juanita
Jones, LeRoy	Mathews, Abbie
Kipp, Henry	Pascoe, Irene
Klink, Albert	Singleton, Bernice
Learned, Mark	Steele, Ada
Upham, Frank	Sullivan, Edna
Nathan, Norman	Tullidge, Alice
	Turner, Lura
	Weston, Martha

MID-YEAR.

Anderson, Archie	Miller, Lydia
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BONNEVILLE SCHOOL.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
E. W. Fraser.....	Principal.....	1911	14	Utah Agricultural College, g.
Florence A. Robinson.....	1-2.....	1914	3	University of Utah, g.
Mary Oden.....	3B-4B.....	1913	½	Utah State Normal, g.
Vera O. Rowe	5B-6B.....	1911	2	Utah State Normal, g.
BRYANT SCHOOL.				
A. B. Kesler.....	Principal.....	1903	0	Utah State Normal, g.
Martha McKay	1A-1B.....	1890	5	Warrensburg State Normal, g.
Helen Clawson	Assistant.....	1914	0	University of Utah, g.
Edna Edwards	2B.....	1906	2	Utah State Normal, g.
Norah Zink	3B.....	1907	0	Utah State Normal, g.
Birdie Blomquist	4B.....	1907	0	Utah State Normal, g.
Ella Cobbley .....	.5B.....	1910	0	Utah State Normal, g.
Hortense Lockhart .....	.6B.....	1911	0	University of Utah, g.
Edith Kendell .....	.7B.....	1902	0	Utah State Normal, g.
Jane M. Carney.....	.8B.....	1890	5	Salt Lake Academy, g.
EMERSON SCHOOL.				
Mary Dysart	Principal.....	1892	6	Nebraska State Normal, g.
Gwen Parry	Kindergarten.....	1909	0	Utah State Normal, g.
Bertha Crabbe	Kindergarten.....	1914	0	Utah State Normal, g.
Esther Rasmussen	Kindergarten, 1A-1B.....	1913	0	Utah State Normal, g.
Pearl Durnell	1A-1B.....	1900	1	Utah State Normal, g.
Kate Groot, Substitute	Assistant.....	1905	0	University of Utah.
Corinne Foster	1B-2A.....	1913	0	Utah State Normal, g.
Irene Simons	Assistant.....	1901	1	Utah State Normal, g.
Alice Hillam .....	.2B.....	1915	6	Normal Kindergarten Col., Chicago
Mary Woodland .....	.2.....	1912	0	Utah State Normal, g.
Effie Davis .....	.2B.....	1914	2	Utah State Normal, g.
Margaret Youngberg .....	.3A.....	1913	0	Utah State Normal, g.
Irene Scobee .....	.3A.....			

EMERSON SCHOOL—CONTINUED.

NAME	GRADE	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Leafy Dawn Douglas	3B	.....	1914	4	Utah State Normal, g.
Lucy Quinn	3B	.....	1908	0	Utah State Normal, g.
Mary Albaugh	4A	.....	1910	3	University of Kansas
Ethel Riley	4B	.....	1912	1	Utah State Normal, g.
Ella Jeremy	4B	.....	1912	1	Utah State Normal, g.
Wilberta Whitney	4B	.....	1909	2	State Preparatory, Boulder, Colo., g.
Edith Smith	5A	.....	1905	2	Utah State Normal, g.
Irene Emery	5B	.....	1900	3	Iowa State Normal
Maude Morgan	5B	.....	1907	0	Utah State Normal, g.
Maude Baxter	6A	.....	1907	3	L. D. S. Normal, g.
Mary Moffett	6B	.....	1901	1	Utah State Normal, g.
Sarah Lake	6B-7A	.....	1895	14	Oswego State Normal, N. Y., g.
Louise Shiell	7A	.....	1894	22	University of Illinois
Blanche Kidder	7B	.....	1907	0	Utah State Normal, g.
Anna Myers	7B	.....	1909	11	Ohio State Normal
Ina Nichols	7B	.....	1903	13	Salt Lake High School, g.
Caroline Harrison	Hall	.....	1901	3	St. Mary's Academy
Jean Hyde	Domestic Science	.....	1905	0	Utah State Normal, g.
ENSIGN SCHOOL.					
Josephine Chambers	Principal	.....	1899	2	Utah State University, g.
Jessie Tibbs	1A-1B	.....	1903	0	Utah State Normal, g.
Eula Parry	1B	.....	1913	0	Utah State Normal, g.
Martha Mandell	2B	.....	1912	9	Burlington Training School, g.
Cora Nightingale	2B-3A	.....	1914	1	University of Utah
Philippa Condit	3B	.....	1914	2	Colorado Teachers College, g.
Julia Welch	4A-4B	.....	1907	4	Utah State Normal, g.
Evelyn Thomas	4B-5A	.....	1910	0	Utah State Normal, g.
Nora Reese	5B	.....	1904	0	Utah State Normal, g.
Lyle Wimmer	6A	.....	1905	2	University of Utah
Margaret Voté	6B-7A	.....	1908	5	Denver Normal, Col., g.
Ada E. Bentley	7B	.....	1911	10	Michigan State Normal, g.

FOREST SCHOOL.

NAME	GRADE	PRIOR APPOINTED EXPERIENCE (YEAR)	WHEN EDUCATED (YEAR)	WHERE EDUCATED
Della Pendleton	Principal	1913	22	Collegiate Institute
Louisa Allen	Assistant	1914	1	University of Utah, g.
Van Duyn Doty	1A-1B.	1905	0	Utah State Normal, g.
Doris Raymond	2A-2B.	1912	0	Utah State Normal, g.
May Jespersen	3B	1913	4	Utah State Normal, g.
Helen Bergstrom	3B	1910	0	Utah State Normal, g.
Cora Durnford	4A	1914	11	University of Wyoming, g.
Clare Tomlinson	4B	1911	6	Wheeling High School, W. Va., g.
Bertha Barney	5A	1911	5	Utah State Normal, g.
Ruby Neslen	5B	1909	0	Utah State Normal, g.
Matilda Bliss	6A	1893	15	Utah State Normal, g.
Jeanette Mitchell	6B	1906	3	Utah State Normal, g.
Gertrude Arbuckle	7A-7B.	1913	7	L. D. S. Normal, g.
Mary Riches	7B	1913	7	Utah State Normal, g.
Lillian Whelan	8B...	1913	9	Utah State Normal, g.

ANNEX.

Emma Bertagnoli	1B-2A.	1911	0	Utah State Normal, g.
Mabel Sorensen	2B...	1913	6	Utah State Normal, g.

FRANKLIN SCHOOL.

F. N. Poulson	Principal	1904	9	Utah Agricultural College, g.
Marguerite Quinn	Kindergarten	1913	0	Utah State Normal, g.
Ruth Beless	Kindergarten	1913	0	Utah State Normal, g.
Ione Bardsley	1A	1913	0	Utah State Normal, g.
Margaret Livingston	1B	1899	0	Utah State Normal, g.
Lone Hulbert	1B	1914	0	University of Utah, g.
Agnes McMahon	2A	1910	5	Leavitt High School, Col., g.
Virginia Snow	2B	1913	0	Utah State Normal, g.
Jane Callahan	3A...	1914	12	Minnesota State Normal, g.

FRANKLIN SCHOOL—CONTINUED.

NAME	GRADE	When Appointed	Prior (Years)	WHERE EDUCATED
Harriet Partridge	3B.....	1911	2	Salt Lake High School, g.
Emma Evans	4A.....	1903	1	Utah State Normal, g.
Jane Cutler	4E.....	1901	0	Utah State Normal, g.
Ella Kelsey	5A.....	1902	0	Utah State Normal, g.
Mary Christensen	5B.....	1901	4	Utah State Normal, g.
Harriet Penfold	5B-6A.....	1906	2	Utah State Normal, g.
Winnie Webb	6B.....	1902	0	Utah State Normal, g.
Beatrice Logie	7A.....	1911	10	University of Utah
Amelia Schwalbach	7B.....	1908	5	Wisconsin State Normal, g.

FREMONT SCHOOL.

E. S. Hallock	Principal	1890	14	Utah Agricultural College, g.
Florence Havenor	Kindergarten	1913	0	Utah State Normal, g.
Lois North	1A.....	1912	10	Plymouth Indiana H. S., g.
Marie Harrington	1B.....	1914	1	University of Utah, g.
Bertha Fassell	2A-2B.....	1913	0	Utah State Normal, g.
Helen Davis	2B-3A.....	1908	0	Utah State Normal, g.
Mary Woods	3B.....	1912	0	Colorado State Normal, g.
Elsie Frederickson	4A.....	1907	0	Utah State Normal, g.
Zetta Rands	4B-5A.....	1911	6	Utah State Normal, g.
Luella Irvine	5B-6A.....	1907	1	Salt Lake High School, g.
Jenta Melton	6B.....	1915	7	University of Utah, g.

GRANT SCHOOL.

W. D. Prosser	Principal	1899	2	Utah Agricultural College, g.
Lillian E. Thomas	Kindergarten	1913	0	Utah State Normal, g.
Pearl Gould	Kindergarten	1914	0	University of Utah, g.
Julia Littley	1A.....	1898	0	Utah State Normal, g.
Lucile Eardley	1B.....	1914	0	University of Utah, g.
Agnes Lawson	1B.....	1904	0	Utah State Normal, g.

GRANT SCHOOL—CONTINUED.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Sadie McFadyen	2A	1914	0	Utah State Normal, g.
Anne Taylor	2B	1911	6	University of Utah, g.
Frances Rose	2B	1913	0	Utah State Normal, g.
Annie Anderson	3A	1901	0	Utah State Normal, g.
Hazel Smith	3B	1911	0	Utah State Normal, g.
Chloe Sharp	3B	1912	1	Utah State Normal, g.
Ethel Valentine	4A	1910	0	Utah State Normal, g.
Emily Harris	4B	1911	0	Utah State Normal, g.
Flora Woodmansee	4B	1911	0	Utah State Normal, g.
Maude Riblett	5A	1914	15	Utah State Normal, g.
Edna Wilkinson	5B	1908	0	Utah State Normal, g.
Ada Herrichsen	5B	1913	8	Utah State Normal, g.
Barbara Hoffer	6A	1902	7	Bloomsbury, Pa., High School
Rhoda Duffy	6A	1906	8	Brooklyn High School
Josephine Mooney	6B	1908	2	Clinton, Wis., High School
Mary Helm	7A	1908	8	Utah State Normal, g.
Helen Van Pelt	7B	1914	0	University of Utah, g.
Deborah Steelman	7B	1915	6	University of Chicago, g.
Elizabeth Stocking	.8A	1903	9	Neodesha, Kans., High School, g.
HAMILTON SCHOOL.				
Harold J. Stearns	Principal	1906	10	Utah Agricultural College, g.
Annie Christensen	1B	1905	0	Utah State Normal, g.
Madeline McCormick	Assistant	1914	0	Utah State Normal, g.
Carrie Christensen	2A	1908	0	Utah State Normal, g.
Elva Evans	Assistant	1914	0	Utah State Normal, g.
Matilda Stephens	2B	1904	13	Fremont, Neb., Normal, g.
Virginia Kyle	Assistant	1914	0	Utah State Normal, g.
Mary Grimsdell	3A	1913	0	Utah State Normal, g.
Louise Judges	3B	1909	0	Utah State Normal, g.

HAMILTON SCHOOL—CONTINUED.

NAME	GRADE	PRIOR APPOINTED EXPERIENCE (YEAR) (YEARS)	WHEN EDUCATED (YEAR)	PRIOR EXPERIENCE (YEARS)
Leona Stump	3B	1913	0	Utah State Normal, g.
Bay Carter	4A	1911	1	Christian College, Columbia, Mo.
Carrie Peterson	4B	1908	0	Utah State Normal, g.
Lillian Lookabell	4B	1914	12	Wayne, Neb., Normal, g.
Anna S. Jensen	5A	1903	0	Utah State Normal, g.
Julia E. Hallen	5B	1910	5	Utah State Normal, g.
Katherine Welch	6A	1914	9	Salt Lake High School, g.
Emma L. Sudheimer	6B	1904	0	Utah State Normal, g.
Mary H. Wanless	7A	1898	5	East Denver High School, g.
Elinor E. Roche	7B	1910	7	Utah State Normal, g.
Sarah J. Lytle	Ungraded	1901	20	West Union, Ia., High School, g.

HAWTHORNE SCHOOL.

Elizabeth V. Fritz	Principal	1893	15	Geneseo, N. Y., State Normal, g.
Mildred Krebs	Kindergarten	1910	0	Utah State Normal, g.
Leona Hamlin	1A-1B-2A	1912	0	Utah State Normal, g.
Emma Swan	1B	1891	9	Elmira, N. Y., High School, g.
Marie Gutke	Assistant	1915	0	University of Utah, g.
Nellie Livingston	2B	1908	1	Utah State Normal, g.
Margaret Merrill	Assistant	1915	0	University of Utah
Edith Gaby	3A-3B	1906	0	Utah State Normal, g.
Mary Watkins	3B	1908	0	Utah State Normal, g.
Minnie Davis	4A	1911	3	Des Moines College, Ia., g.
Ruby Gammett	4B	1905	0	Utah State Normal, g.
Hannah Allen	5A	1910	9	Utah State Normal
Fannie Allen	5B	1908	18	Utah State Normal
Florence Grossen	6A	1910	11½	Calumet, Mich., High School, g.
Marjorie Whiteley	6L	1902	4	Utah State Normal, g.
Mattie Wilt	7A-7B	1900	15	Cook County Normal.

IRVING SCHOOL.

NAME	GRADE	When Appointed	Prior (Year)	WHERE EDUCATED
			(Years)	
Olive Ferris	Principal	1905	10	Indiana State Normal
Mary A. Robinson	1A-B	1894	0	Kansas State Normal
Emma Cohn	Assistant	1914	5	Utah State Normal
May Brown	2B	1910	3	Utah State Normal, g.
Susanna Hawes	3A-4B	1905	12	Chicago State Normal
Edith Ekstrom	3B	1912	0	Utah State Normal, g.
Rachel Ure	5B	1900	4	University of Utah
Claudia Paddock	6A	1914	2	University of Utah, g.
Alga Mills	6B	1914	2	Wooster, O., University, g.
Rose O. Storer	7B	1893	7	Illinois State Normal

JACKSON SCHOOL.

Wm. S. Rawlings	Principal	1910	25	Utah Agricultural College, g.
Helen Denny	Kindergarten	1910	0	Utah State Normal, g.
Olive D. Jones	Kindergarten	1914	0	Utah State Normal, g.
Ada Holmes	1A-1B	1910	0	Utah State Normal, g.
Gertrude Broughton	Assistant	1914	0	University of Utah, g.
Ella Chase	1A-1B	1903	7	Utah State Normal, g.
Donna Gerber	Assistant	1913	0	Utah State Normal, g.
Laura Rudolph	2A	1913	0	Utah State Normal, g.
Irma Glanfield	2B	1910	0	Utah State Normal, g.
Blanche Bolman	Assistant	1914	0	Utah State Normal, g.
H. May Brown	3A	1910	0	Utah State Normal, g.
Willie Levy	3B	1913	0	Utah State Normal, g.
Ruby Chadwick	3B	1911	3	Utah State Normal, g.
Emma Quayle	4A	1905	9	Iowa High School, g.
Augusta Bowdidge	4A	1910	0	Utah State Normal, g.
Sallie White	4B	1906	1	Collegiate Institute, g.
Mayme Beamish	4B	1906	1	Ogden High School, g.
Amelia Weller	5A	1911	5	Ohio University

JACKSON SCHOOL—CONTINUED.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Effie Clayton	5B	1912	4	Utah State Normal, g.
Sam R. Brown	5B	1915	25	Brigham Young University, g.
Nora Wanless	6A	1909	2	Salt Lake High School, g.
Bertha Johnson	6B	1912	10	Utah State Normal, g.
Eleanor Schion	7A	1914	11	University of California, g.
Lydia Smithen	7B	1900	0	Utah State Normal, g.
Goldie Brookings	8A	1913	15	Iowa State Normal
Pauline White	8B	1908	0	Utah State Normal, g.
Fannie Mahaney	8B	1914	13	Second Dist. Normal, g.
Sue W. Corbett	Ungraded	1905	8	Voorhees Normal, g.

JEFFERSON SCHOOL.

W. J. McCoy	Principal	1891	9	Utah Agricultural College, g.
Opal Rice	Kindergarten	1913	3	Peru, Neb., State Normal, g.
Mabel Thorup	Kindergarten	1909	1	Utah State Normal, g.
Emma Bledsoe	1A-1B	1890	2	Salt Lake Collegiate Institute, g.
Ruby Lang	Assistant	1914	0	Utah State Normal, g.
Myrtle Cracraft	1B-2A	1908	1	Utah State Normal, g.
Mildred Pinnock	Assistant	1914	1	Utah State Normal, g.
Amy Tremayne	2B	1913	0	Utah State Normal, g.
Rose M. Roche	3A	1914	7	University of Michigan, g.
Lucile Barker	3B	1913	1	Utah State Normal, g.
Harriet McGee	3B	1913	8	Illinois State Normal, g.
Violet Bardsley	4A	1907	6	University of Utah
Lois Jacobs	4B	1912	0	Salt Lake High School, g.
Minnie Miller	5A	1911	1	Utah State Normal, g.
Carrie Romence	5B	1907	0	Utah State Normal, g.
Ida Roberts	6A	1905	3	Utah State Normal, g.
Leah Martin	6B	1903	0	Utah State Normal, g.
Mary Rose	6B	1909	1	Utah State Normal, g.

JEFFERSON SCHOOL—CONTINUED.

NAME	GRADE	When Appointed	Prior (Year)	WHERE EDUCATED
Electa Skeen	7A.....	1912	6	Utah State Normal, g.
Blanche Barron	7B.....	1914	7	University of Michigan, g.
Martha Alexander	8B.....	1898	0	Utah State Normal, g.
Laura Malin	8B.....	1909	4	Salt Lake High School, g.
Chas. L. Wray	9B.....	1910	10	University of Nebraska, g.
Leah H. Arnold	Ungraded.....	1892	18	Ohio Wesleyan University, g.

LAFAYETTE SCHOOL.

J. H. Coombs	Principal	1901	5	Utah State Normal, g.
Lenore Hurley	Kindergarten	1912	0	Utah State Normal, g.
Florence Summerhayes	Kindergarten	1914	0	Utah State Normal, g.
Mabel Dailey	1A-1B.....	1903	0	Utah State Normal, g.
Ruth Hirth	Assistant	1914	0	Utah State Normal, g.
Adeline Thackeray	2A.....	1902	3	Utah State Normal, g.
Lillian Wells	Assistant	1914	0	Utah State Normal, g.
Caroline Dobson	3A.....	1913	0	Utah State Normal, g.
Dorothy Jennings	3B.....	1914	1	Utah State Normal, g.
Elizabeth Patrick	3B.....	1912	0	Utah State Normal, g.
Phebe S. Saville	4A.....	1913	10	Onawa, Iowa, High School
Louisa King	4B.....	1902	1	Utah State Normal, g.
Bessie M. Alston	4B.....	1906	0	Utah State Normal, g.
Irene V. Smith	5A	1911	0	Utah State Normal, g.
Ida Hamilton	5B	1912	6	Utah State Normal,
Maude Martin	5B	1912	7	Colorado Teachers' College
Martha P. Smith	5B	1904	7	Utah State Normal, g.
Caroline Koch	6A	1908	0	Utah State Normal, g.
Sadie A. Rosser	6B	1906	20	Ephworth Seminary, Iowa
Nora B. Phillips	6B	1906	14	Missouri State Normal, g.
Georgia Young	7A	1910	1	Utah State Normal, g.
Fannie Galbraith	7B	1904	18	Ohio State Normal, g.

LAYAYETTE SCHOOL—CONTINUED.

NAME	GRADE	When Prior (Year)	Appointed Experience (Years) (X years)	WHERE EDUCATED
Leola Schrack	8B	1904	2	Columbus Academy
Edna Anderson	Ungraded	1914	2	Snow Academy, g.

LINCOLN SCHOOL.

Evelyn Reilly	Principal	1892	0	Utah Agricultural College, g.
Vera Fueger	Kindergarten	1910	0	Utah State Normal, g.
Theresa Godbe	1A-1B	1891	2	Rowland Hall, g.
Ethel Abbott	1	1914	1	Salt Lake High School, g.
Adelaide Nelson	2A-2B	1905	0	Utah State Normal, g.
Belle Smith	2	1914	0	Utah State Normal, g.
Corinne Christensen	3A	1908	0	Utah State Normal, g.
Mabel Cartwright	3B	1914	11	Salt Lake High School, g.
Bessie Wilcox	4A	1910	0	Utah State Normal, g.
Mamie Abbott	4B	1907	0	Utah State Normal, g.
Carlotta Jennings	5A-5B	1912	5	Illinois State Normal, g.
Katherine Driscoll	6A	1910	0	Utah State Normal, g.
Clella McCready	6B-7A	1909	4	Utah State Normal, g.
Clara Kener	8A	1905	0	Utah State Normal, g.

LONGFELLOW SCHOOL.

Grace E. Frost	Principal	1903	9	Mendota, Ill., High School, g.
Beatrice Roche	1A-1B-2A	1910	1	Ogden High School, g.
Thelma Burton	Assistant	1913	0	Utah State Normal, g.
Gertrude Norton	2B	1911	11	University of Utah
Norma Wareing	3A	1912	0	Utah State Normal, g.
Caddie E. Acheson	3B	1914	20	Junction City, Kan., High School
Violet Guthrie	4B	1909	2	Utah State Normal, g.
Mabel Von Vorstenberg	5A	1910	4	Michigan State Normal
Emily Pinchin	5B	1914	9	Utah State Normal, g.
Ella Snyder	6A	1911	8	University of Utah

LONGFELLOW SCHOOL—CONTINUED.

NAME	GRADE	When Appointed Experience (Year)	Prior Experience (Years)	WHERE EDUCATED
Maude Chugg	6B	1907	5	Utah State Normal, g.
Edith Roche	7A	1909	6	Utah State Normal

LOWELL SCHOOL.

Wm. Bradford	Principal	1890	10	Utah State Normal, g.
Beda Nordvall	Kindergarten	1909	0	Utah State Normal, g.
Erma Fenton	Kindergarten	1909	0	Utah State Normal, g.
Grace Lyon	1A-1B	1906	0	Utah State Normal, g.
Marjorie Wells	Assistant	1914	1	Utah State Normal, g.
Amelia Bennion	2B	1912	10	Utah State Normal, g.
Marie Fitzgerald	3A	1911	0	Utah State Normal, g.
Eugenia Stayner	3B	1913	1	Utah State Normal, g.
Hazel George	4A	1905	0	Utah State Normal, g.
Esther Ohlin	4B	1913	4	Utah State Normal
Lily Reiser	5A	1908	0	Utah State Normal, g.
Florence Harrison	5B	1902	0	Utah State Normal, g.
Marie J. Meloy	6A-6B	1902	0	Utah State Normal, g.
Nettie Fitzgerald	6B	1915	20½	Sacred Heart Academy
Fannie Buckbee	7A	1902	2	Cook County Normal, g.
Maggie Layton	7B	1899	0	Utah State Normal, g.
Flora E. Schwalbach	8A	1907	7	University of Michigan
Emma Mitchell	8B	1899	7	Clinton High School, Iowa
Carrie Sappington	8B	1906	4	Stanford University
Sarah Young	Domestic Science	1907	4	Wisconsin State Normal, g.

MONROE SCHOOL.

F. D. Keeler	Principal	1890	3	University of Utah, g.
Rae E. Woodcock	1A-1B	1904	6	Utah State Normal, g.
Ida Robinson	2B	1914	0	Utah State Normal, g.
Evans B Houtz	7B	1910	2½	Utah State Normal, g.

MONROE SCHOOL—CONTINUED.

NAME	GRADE	PRIOR EXPERIENCE	WHEN APPOINTED	PRIOR EXPERIENCE (YEARS)	WHERE EDUCATED
Margaret Outcalt	8A.....	1898	11	Otterbein University, g.	
Mary B. Sayles	8A.....	1912	3	Fairmount College, Kans., g.	
Lacy Farnsworth	.8B.....	1912	0	University of Utah, g.	
Welthea Learned	.8B.....	1911	0	Utah State Normal, g.	
Eva Eldredge	.8B.....	1908	3	Colorado State Normal, g.	
Lydia Palmer	.8B.....	1910	1	Salt Lake High School, g.	
Zita Domahoe	.9A.....	1914	3	University of Wisconsin	
Jessie Harroun	.9A.....	1911	8	Gordon Academy, g.	
Ruth Gillilan	Domestic Science	1914	0	College of Ohio University	

ONEQUA SCHOOL.

J. Fred Anderson	Principal	1909	6	University of Chicago
Della Carruthers	1A-1B.....	1910	0	Utah State Normal, g.
Grace Gibson	1A.....	1914	0	Utah State Normal, g.
Bessie Bancroft	1B-2A.....	1906	0	Utah State Normal, g.
Lucile Beer .....	.2B.....	1911	0	Utah State Normal, g.
Violet Bath .....	.3B.....	1909	0	Utah State Normal, g.
Olive Bergstrom .....	.4A.....	1912	0	Utah State Normal, g.
Susette R. Leslie .....	.4B.....	1911	2	Utah State Normal, g.
Grace E. Nelson .....	.5A.....	1904	0	Utah State Normal, g.
Hazel Edwards .....	.5B.....	1913	0	Utah State Normal, g.
Jennette E. Swan .....	.6A.....	1906	1	Utah State Normal, g.
Jean MacNeil .....	.6B.....	1908	8	Northern State Normal, Mich., g.
Caroline Smith .....	.7A.....	1912	19	Utah State Normal.
Margaret Morgan .....	.7B.....	1910	3	Rock Rapids High School, Ia.
Lillian Brooke .....	.8B.....	1903	3	Plymouth High School, g.
Lulu Cram	Ungraded	1910	0	Utah State Normal, g.
J. A. Powell .....	.4B-6B.....	1911	4	Brigham Young University, g.

OQUIRRH SCHOOL.

NAME	GRADE	When Appointed	Prior (Year)	Experience (Years)	WHERE EDUCATED
Oscar Van Cott.....	Principal	1902	15	Utah State Normal, g.	
Ada M. Pratt	1B.....	1896	0	Salt Lake High School, g.	
Madeline Weitz	Assistant.....	1915	0	University of Utah, g.	
Dorothy Bowman	1B.....	1894	0	Utah State Normal, g.	
Eva Stewart	Assistant.....	1915	0	Utah State Normal, g.	
Eva Murphy	2B.....	1913	8	Nebraska State Normal, g.	
Mary Williamson	2B.....	1912	0	Utah State Normal, g.	
Ivy Cracraft	3A.....	1912	0	Utah State Normal, g.	
Minnie Hulbert	3A.....	1913	0	Utah State Normal, g.	
Adelaide Smithen	3B.....	1912	0	Utah State Normal, g.	
Doris Skewes	3B.....	1911	1	Utah State Normal, g.	
Ethel Harvey	4A.....	1908	0	Utah State Normal, g.	
Lois Anderson	4B.....	1909	1	Utah State Normal, g.	
Ethel Martin	4B.....	1907	0	Utah State Normal, g.	
Amber Bardsey	5A.....	1912	11	Utah State Normal	
Lucile Gilmer	5A.....	1908	2½	Utah State Normal, g.	
May G. Alexander	5B.....	1900	3	Utah State Normal, g.	
Grace Snyder	6A.....	1897	0	Utah State Normal, g.	
Anna M. Davis	6A-6B.....	1911	20	Baker University, g.	
Ivie J. Ensign	7A.....	1908	0	Utah State Normal, g.	
Laura Weber	7B.....	1914	0	Smith College, g.	
Mary J. Wolcott	7B.....	1892	0	Hammond Hall, g.	
Mina B. Kendell	8A.....	1897	0	Utah State Normal, g.	
Lou Dunn	Ungraded.....	1895	17	Northern Indiana Normal, g.	
POPLAR - GROVE SCHOOL.					
J. T. Worlton	Principal	1909	6	Utah Agricultural College, g.	
Caroline Lamson	1A-1B.....	1894	7	Teachers College, Columbia U.	
May Lloyd	Assistant.....	1914	0	Salt Lake High School, g.	
Pearl Swift	2A.....	1912	7	Brigham Young University	
Mabel Moyes, substitute.....	Assistant.....	.....	.....	Utah State Normal	

POPLAR GROVE SCHOOL—CONTINUED.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Lillian Wanless	3A.....	1912	0	Utah State Normal, g.
Mary Beach	4A.....	1912	0	Utah State Normal, g.
Elgiva E. Thurman	4B.....	1911	11	Utah State Normal, g.
Louise Betts	5B.....	1915	7	University of Utah
Anna Rotzler	6A-6B.....	1911	20	Baker University, g.
Helene Finster	7A-7B.....	1908	0	Utah State Normal, g.
Vio Sorenson	8B.....	1911	14	Brigham Young University
Lillian Thomas	Domestic Science.....	1914	1	University of Utah, g.
D. G. Spencer	2-5.....	1911	0	Utah State Normal, g.

RIVERSIDE SCHOOL.

D. R. Coombs	Principal	1901	4	Utah Agricultural College, g.
Rose Marie Young	Kindergarten.....	1914	0	Utah State Normal, g.
Marguerite White	1B.....	1912	0	Utah State Normal, g.
Edith Hunter	1B.....	1901	4	Utah State Normal, g.
Clara Lewis	Assistant.....	1914	0	Utah State Normal, g.
Catherine Curley	2A.....	1912	0	Utah State Normal, g.
Margaret Howard	2B.....	1895	8	University of Illinois
Arline Kelson	Assistant.....	1913	0	Utah State Normal, g.
Evangeline Thomas	3A.....	1913	0	Utah State Normal, g.
Emma Anderson	3A-3B.....	1911	0	Utah State Normal, g.
May Thomas	3B.....	1894	7	Common Schools
Edith Beless	4A.....	1910	0	University of Utah, g.
Mana Cannon, substitute	4A.....	.....	.....	Utah State Normal, g.
Myrtle Reese	4B.....	1906	1½	Utah State Normal, g.
Jennie Davis	4A-4B.....	1912	6	Utah State Normal, g.
Minnie Buchanan	5A.....	1910	7	Nebraska State Normal, g.
Eva Lambert	5B.....	1913	7	Park City High School, g.
Vella Tanner	6A.....	1914	2	L. D. S. University, g.,

RIVERSIDE SCHOOL—CONTINUED.

NAME	GRADE	When Appointed	Prior Experience (Year)	WHERE EDUCATED
Sarah Hammond	6B	1914	24	Fredonia, N. Y., State Normal, g.
Edith Koontz	6B	1911	6	Birmingham H. School, Michigan, g.
Freida Jorgenson	7A	1914	5	Utah State Normal, g.
Rosabell Odell	7B	1910	4	Utah State Normal, g.
Winona Needham	8A	1896	8	Michigan Normal School, g.
May P. Duke	8B	1909	6	Utah State Normal, g.
Eva Scott	Domestic Science	1912	10	Valparaiso University, Ind.

SUMNER SCHOOL.

J. Challen Smith	Principal	1910	6½	Butler College, Indianapolis, Ind., g.
Glen Thomas	Kindergarten	1910	0	Utah State Normal, g.
Mamie Banker	Kindergarten	1913	1	Cincinnati Kindergarten College
Blanche Lawson	1B	1897	0	Utah State Normal, g.
Juanita Case	1	1914	0	Utah State Normal, g.
Edith Keate	1B	1900	2	Utah State Normal, g.
Besse Warren	2A	1913	½	Buffalo Normal, N. Y., g.
Stella Brown	2B	1908	0	Utah State Normal, g.
Leone Hubert	Assistant	1914	0	Utah State Normal, g.
Kate O'Rourke	3A	1910	0	Utah State Normal, g.
Alice Glenn	3B	1910	0	Utah State Normal, g.
Ethel Husbands	3B	1911	0	Utah State Normal, g.
Lucie Peterson	4A	1914	5	Washington State Normal, g.
Ada Grimsdell	4B	1908	1	Utah State Normal, g.
Rhoda Rasmussen	4B	1910	0	Utah State Normal, g.
Carrie Hamilton	5A	1908	9½	Chataqua University, g.
Ethel Martin	5B	1911	1	Western College, Oxford, Ohio, g.
Nellie Rosser	6A	1906	5	Dubuque, Iowa, High School, g.
Grace Parr	6B	1907	3	Penn College, Iowa
Blanche Young	7A	1907	6	Utah State Normal, g.
Lillian Simonds	7B	1908	18	Utah State Normal, g.

SUMNER SCHOOL—CONTINUED.

NAME	GRADE	When Prior Appointed	Pri- or (Year)	WHERE EDUCATED
		Experi- ence	(Years)	
J. M. Anderson	8A.....	1906	22	Brigham Young University, g.
Rachel Edwards	8B.....	1903	13	Utah State Normal, g.
TWELFTH SCHOOL.				
George Snow Gibbs	Principal	1910	4	Stanford University, g.
Grace T. Fisher	1A-1B	1904	2	Utah State Normal, g.
Ada Blank	2A-2B	1910	0	Utah State Normal, g.
Mary P. Sherwood	3A-3B	1906	10	Maryland State Normal,
Christie Ellingson	4A-4B	1911	9	University of Utah
Anna K. Brunton	5A-5B	1894	0	Los Angeles State Normal, g.
WASATCH SCHOOL.				
Etta Powers	Principal	1893	2	Iowa State Normal
Kathryn Gross	Kindergarten	1913	0	Utah State Normal, g.
Hattie Nathan	Kindergarten	1914	0	Utah State Normal, g.
Grace Stanchfield	1B	1895	0	Rowland Hall, g.
Adele Teague	1B	1914	5	State Normal, Winona, Minn., g.
Hortense Levison	2A-2B	1911	0	Utah State Normal, g.
Cliffie Cameron	2B	1913	8	Utah State Normal, g.
Celia W. Cummings	3A	1909	0	Utah State Normal, g.
Ada Ferguson	3B	1910	0	Utah State Normal, g.
Ora Duniford	3B	1907	0	Utah State Normal, g.
Elsie de Groot	4A	1908	0	Utah State Normal, g.
Grace Berman	4B	1908	7	Kansas State Normal
Eva Lloyd	5A	1890	0	Garfield University, Kans.
Marian Halstead	5B	1913	7	Utah State Normal, g.
Cora Eaton	5B	1892	5	University of Pacific, Cal.
Cora Clark	6A	1893	3	Olivet College, Mich., g.
Eva Brewer	6B	1913	9	Wellesley Preparatory School, g.
Margaret Hartwell	7A	1902	5	Utah State Normal, g.

WASATCH SCHOOL—CONTINUED.

NAME	GRADE	When Appointed (Year)	Prior Experience (Years)	WHERE EDUCATED
Grace Smith	7B.....	1903	0	Utah State Normal, g.
Violet Whitworth	8A.....	1904	1	Utah State Normal, g.
Louise Benz	8B.....	1901	0	Utah State Normal, g.
Ruth Palmer	8B.....	1900	0	Utah State Normal, g.
Anna Anderson	8B.....	1901	0	Utah State Normal, g.
Adelaide Joynt	Domestic Science	1904	0	Utah State Normal, g.

WASHINGTON SCHOOL.

H. B. Folsom	Principal	1893	0	Utah State Normal, g.
Louise Harrison	1A-1B.....	1895	5	St. Mark's High School, g.
Agnes Calhoun	Assistant	1914	0	Utah State Normal, g.
Ivy Forrester	1A-1B.....	1909	0	Utah State Normal, g.
Olga Huebler	Assistant	1914	0	Utah State Normal, g.
Gertrude Roche	2A.....	1913	1	Utah State Normal, g.
Florence Alt	2B.....	1910	0	Utah State Normal, g.
Corinne Young	2B.....	1912	0	Utah State Normal, g.
Lucile Webb	3A.....	1912	0	Utah State Normal, g.
Jean L. Wood	3B.....	1912	2	Colorado Teachers' College, g.
Bessie Worthen	3B.....	1908	0	Utah State Normal, g.
Lois Davis	4A.....	1910	0	Utah State Normal, g.
Mary Frederickson	4A.....	1908	0	Utah State Normal, g.
Zeta Morris	4B.....	1903	0	Utah State Normal, g.
Alyda Ormond	5A.....	1908	0	Utah State Normal
Ida Sconberg	5B.....	1902	0	Utah State Normal, g.
Ida Dysart	6A.....	1899	6	Nebraska State Normal
Nellie Hann	6A.....	1900	7	Caldwell College, Ky., g.
C. E. Angell	6B.....	1910	3½	Utah State Normal, g.
Estelle Kane	7A-7B.....	1913	2	St. Mary's Academy
Ella V. Hutchinson	7B.....	1914	15	Utah State Normal, g.
Celia McFall	Domestic Science	1893	3	Kansas State Normal

WEBSTER SCHOOL.

NAME	GRADE	PRIOR EXPERIENCE (YEAR)	APPOINTED EXPERIENCE (YEAR)	WHEN PRIOR EXPERIENCE (YEAR)	WHERE EDUCATED
D. W. Parratt	Principal	1905	7	Utah State Normal, g.	
Violet Iverson	A-1B.	1905	0	Utah State Normal, g.	
Alice Haggerty	Assistant	1913	1	University of Utah	
Ida Fitzsimmons	1A-1B.	1913	18	Iowa Teachers' College	
Ellen Reiser	Assistant	1913	0	Utah State Normal, g.	
Eugenia Morf	2A-2B.	1904	4	Salt Lake Seminary, g.	
Josephine Smith	Assistant	1914	0	Utah State Normal, g.	
Rubetta Moorhead	2B.	1903	0	Utah State Normal, g.	
Lucy Gaby Smith	3A.	1913	4	Utah State Normal, g.	
Grace Tempest	3B.	1909	2	Salt Lake High School, g.	
Nellie Pugsley	3B.	1912	0	Utah State Normal, g.	
Minnie Williams	4A.	1910	0	Utah State Normal, g.	
Cora Moreton	4A.	1910	0	Utah State Normal, g.	
Bertha Martin	4B.	1904	2	Utah State Normal, g.	
Maude Paul	4B.	1897	0	Utah Agricultural College	
Ethel Hayward	5A.	1908	0	Utah State Normal, g.	
Ida Sims	5B.	1913	13	University of Wisconsin	
Alice Hubert	5B.	1907	1	Utah State Normal, g.	
Othei Packard	6A.	1913	5	Utah Agricultural College	
Mary H. Higgs	6B.	1902	5	Utah State Normal, g.	
Mariza Clay	7A.	1900	8	Denver High School, g.	
Jennie Breckon	7B.	1904	0	Utah State Normal, g.	
Marie Jensen	8B.	1904	0	Utah State Normal, g.	

WHITTIER SCHOOL.

Mark C. Brown	Principal	1902	1	Utah Agricultural College, g.
Nellie Shermer	Kindergarten	1912	4	Utah State Normal, g.
Marguerite Whitaker	Kindergarten	1913	0	Utah State Normal, g.
Eliza Swenson	1A-1B.	1907	9	Brigham Young University, g.
Ottile Finster	Assistant	1914	0	Utah State Normal, g.
Mary M. Higgs	1A-1B.	1913	0	Utah State Normal, g.

WHITTIER SCHOOL—CONTINUED.

NAME	GRADE	When Appointed	Prior Experience (Year)	WHERE EDUCATED
Flora Hamilton	2A	1913	0	Utah State Normal, g.
Ivy L. Harvey	2B	1913	0	Utah State Normal, g.
Essie Trout	3A	1911	0	Utah State Normal, g.
Berthena Childs	3B	1914	10½	Brigham Young University, g.
Nellie Carter	3B	1914	6	Utah State Normal, g.
Bessie Truitt	4A	1914	9	University of Valparaiso, Indiana, g.
Maud B. Clark	4B	1894	0	Salt Lake High School, g.
Margaret Wright	5A	1914	4	University of Utah
Josie Greenwood	5B	1914	7	Brigham Young University
Irene A. Sudheimer	6A	1906	0	Utah State Normal, g.
Johanna Schick	6B	1907	0	Utah State Normal, g.
Jennie M. Crabbe	7A	1903	17	Chenoa High School, Ill., g.
Ella E. Crowder	7B	1907	8	Independence School
Esther Hart	8B	1909	2	Salt Lake High School, g.
Annette C. Bunker	8B	1897	6	Oshkosh State Normal, g.
Helena Williams	Ungraded	1899	0	Utah State Normal, g.
EAST HIGH, ELEMENTARY DEPT.				
Retta H. Casady	Dept. Head.....	1893	3	Oskaloosa Col., g.
Minnie Munn	1A-1B	1899	8	Iowa State Normal, g.
Claire Pendleton	Assistant.....	1914	0	University of Utah, g.
Madeline Bitner	2B-3A.....	1914	1	University of Washington, g.
Lillian Lewis	3B.....	1913	0	Utah State Normal, g.
Martha Simons	4A-4B.....	1910	0	Utah State Normal, g.
Rhea Simons	5A-5B.....	1907	3	Utah State Normal
Jenny Ryan	7B.....	1914	3	University of Washington, g.
Cora D. Patterson	8A.....	1901	10	Iowa State Normal, g.
Emma M. Ivie	8B.....	1902	5	Utah State Normal, g.
Chas. Keele	8B.....	1911	10	University of Utah, g.
Lucile Franke	8B.....	1914	1	University of Chicago
Emma Holland	8B.....	1909	10	Indianapolis Teachers' College, g.

HIGH SCHOOL DEPARTMENT.

NAME	GRADE	Prior Appointed (Year)	When Experienc (Year)	WHERE EDUCATED
George A. Eaton	Supervising Principal	.....1900	8	Harvard University, g.
	East High School			
Ira D. Travis	Principal	.....1898	6	University of Michigan, g.
Clarissa M. Ellerbeck	Algebra and Geometry	.....1902	0	Stanford University, g.
L. Mabel Brown	Algebra and Geometry	.....1910	5	University of Utah, g.
Jessie Maxwell	Algebra and Geometry	.....1905	8	State College of Iowa
Alfred J. Olson	Algebra and Geometry	.....1914	3	Brown University
Ruth Storer	Algebra and Latin	.....1908	0	Wooster University, g.
John M. Cathcart	Algebra	.....1911	8	Knox College, Illinois, g.
Robert Hartley	Geometry & Trigonometry	1910	2	University of Oxford, g.
Ella M. Dukes	Head Dept. English	.....1892	9	Indiana State Normal
Manie T. Moffett	English	.....1901	10	Midway Normal, Kentucky, g.
Elizabeth Messmore	Ancient History	.....1906	10	University of Chicago
Mary Alice Kyle	Modern and Ancient Hist.	.....1914	8	Chicago University
Mildred Powers	English	.....1911	3	Grinnell College, g.
Hazel Stevens	English	.....1909	3	University of Utah, g.
Dorothy Weber	English	.....1911	7	Smith College, g.
Winnifred H. Dyer	English	.....1910	0	Smith College, g.
Nellie Brown	Oral Expression	.....1912	9	University of Utah, g.
Katherine Forester	English and Library Work	1910	7	Carlton College, Northfield, Minn., g.
Fred S. Jones	Physics	.....1913	0	Denver University, g.
Ralph C. Pollock	Chemistry	.....1912	2	Stanford University, g.
Alice E. Rowe	Head Dept. Anct. Lang.	.....1891	4	Upper Iowa University, g.
Marion Van Pelt	Latin	.....1911	0	University of Utah, g.
Caroline Paine	German	.....1893	12	University of Michigan
Meta Boettcher	German	.....1910	3	High School, Strassburg
Tillie Hesselberg	German	.....1911	0	Smith College, g.
Mathilda Domenge	French and Spanish	.....1906	6	Marist Convent, England
Gertrude Hartwell	French	.....1914	0	University of Utah, g.

HIGH SCHOOL DEPARTMENT.

NAME	GRADE	When Prior Appointed Experience (Year)	WHERE EDUCATED
A. O. Garrett	Botany	1902	University of Kansas, g.
Hazel Morse	Physiography	1913	University of Chicago, g.
J. A. Pynch	Physiography	1914	University of Wisconsin, g.
Edna Jennings	Physiology	1912	Wellesley College, g.
Ralph Hron	Zoology	1914	University of Kansas, g.
Mary Mayne	Mechanical Drawing	1904	Salt Lake High School, g.
J. T. Harwood	Art	1898	National School Fine Arts, g.
Emma F. Daft	Arts and Crafts	1911	Salt Lake High School, g.
Wm. C. Webb	Military Tactics	1901	Public Schools
Charlotte Stewart	Physical Education	1911	University of Utah
T. M. Fitzpatrick	Phys. Ed. & Ath. Coach	1914	University of Utah
Maria Jennings	School Matron	1901	Boston High School, g.
 West High School			
L. M. Gillilan	Principal	1894	Ohio University, g.
Virginia Peterson	Algebra and Geometry	1913	University of Utah, g.
Bessie M. Crabtree	Mathematics	1912	University of Utah, g.
Alma Sullivan	Mathematics	1913	University of Nebraska, g.
Frances Qualtrough	English	1893	Rochester High School, g.
Elizabeth Barnard	History and English	1914	University of Wisconsin, g.
Lois Banfield	Shorthand	1914	University of Michigan, g.
Hulda Youngberg	English	1899	University of Utah, g.
Ada M. Burke	English	1914	Indiana University
Howard C. Beltz	Physics	1913	Alfred University, N. Y., g.
Florence Jennings	Latin	1909	Wellesley College, g.
Chas. H. Miles	German	1902	University of Utah
Mary Kimball	German	1913	Bryn Mawr College
Fanny M. Thome	History	1903	University of Chicago, g.
Elizabeth Bond	Physiography	1893	University of Chicago
Margaret McViche	Head Commercial Dept..	1904	Chicago University

HIGH SCHOOL DEPARTMENT.

SALT LAKE CITY PUBLIC SCHOOLS

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NAME	GRADE	PRIOR EXPERIENCE	WHEN APPOINTED	WHERE EDUCATED
		(Year)	(Year)	(Years)
Elizabeth Fitzgerald	Commercial	1902	10	Minnesota State Normal, g.
Wm. A. McKay	Arithmetic	1901	15	Owen Sound Col. Institute, g.
E. C. Davis	Bookkeeping	1901	15	Gem City Business College, g.
Susie Wilton	Bookkeeping	1914	17	Salt Lake High School, g.
Rose Howard	Typewriting	1903	0	Salt Lake High School, g.
Margaret Eckert	Asst. in Typewriting	1911	0	Salt Lake High School, g.
Ethel E. Riley	Asst. in Typewriting	1913	0	Salt Lake High School, g.
Clara Hosmer	Shorthand	1905	1	Ohio University, g.
Lillie Harris	Shorthand	1914	6	Stenographic Institute, Ann Arbor, g.
Emily Curtiss	Library, Hist. of Commerce	1910	3	Rowland Hall
Ethel Connelly	French	1904	14	Rowland Hall
Guy E. Montgomery	English	1911	0	University of Utah, g.
Jessie Duncan	English	1908	0	University of Nebraska, g.
M. Ione Carroll	Arithmetic	1900	6	Ohio Wesleyan University
James D. Todd	Penmanship	1904	12	Toledo High School, Ohio
R. S. McNiece	Com'l Law and English	1907	7	Zanerian College, g.
L. D. Darrow	Manual Training	1912	0	Princeton University, g.
S. R. Egbert	Forge and Foundry	1911	7	Kansas City University, g.
Jesse F. Kolb	Machine Shop	1914	2	Utah Agricultural College, g.
L. R. Bentley	Mechanical Drawing	1910	1	Bradley Polytechnic Institute
Llewellyn Davies	Shopwork	1913	2	Brigham Young University
Georgiana Smurthwaite	Cooking and Sewing	1911	1	University of Wisconsin
Florence Parry	Cooking and Sewing	1900	1	Teachers' College, Columbia Univ.
Sarah Walter	Assistant in Sewing	1913	0	Utah State Normal, g.
Janet Mayne	Millinery	1914	0	Salt Lake High School
Louise E. Jennings	Art	1911	2	University of Utah
J. Leo Fairbanks	Art	1905	6	Art Institute, Chicago, g.
Ruth Fernstrom	Asst. Phys. Edu. (girls)	1909	0	Academie Julian, Paris, France
Henry Richardson	Athletic Coach	1912	0	Salt Lake High School, g.
C. G. Busby	Biology	1914	2	University of Utah
				Ohio State University, g.

HIGH SCHOOL DEPARTMENT.

SUPERVISORS AND DIRECTORS

NAME	GRADE	When Appointed	Prior (Year)	Experience (Years)	WHERE EDUCATED
L. M. Qualtrough, Supervisor of Primary Grades	1891	10			Rochester Academy, g.
G. N. Child, Supervisor of Grammar Grades.....	1910	21			University of Utah
H. W. Dougall, Supervisor of Music	1914	0			Stern Conservatory
W. E. Day, Supervisor, Department Physical Education	1914	18			Y. M. C. A. College, Chicago
H. P. McCarthy, Director Physical Education.....	1914	2			Posse Normal School, g.
L. D. Darrow, Supervisor Manual Training.....	1912	7			Kansas City University, g.
Sara E. Karrick, Director of Art	1904	2			Utah State Normal, g.
Anna L. Corbett, Director of Sewing.....	1902	2			Boston Domestic Art School, g.

MANUAL TRAINING DEPARTMENT

Anna Fouché	1908	13			University of Chicago
Jessie L. Hutchinson	1896	0			Utah State Normal, g.
A. O. Soderberg	1908	6			Snow Academy, g.
J. O. Soderberg	1908	0			Snow Academy, g.
H. Y. Maxson	1911	0			University of Utah
W. R. Harwood	1912	0			Utah State Normal, g.
E. D. Pearson	1913	5			Pittsburgh Manual Training Normal
M. W. Cram	1914	8			Brigham Young University, g.
M. B. Grome	1914	0			Salt Lake High School
N. L. Crookston	1915	3			Utah Agricultural College
F. H. Eastmond	1914	1			Brigham Young University, g.
H. B. Tanner	1914	3			L. D. S. High School, g.

DOMESTIC SCIENCE AND ARTS DEPARTMENT

Marjorie Simmons	1910	0			Thomas Normal School, Mich., g.
Laura Foster	1893	0			Utah State Normal, g.
Bessie Daniels	1912	9			Thomas Normal School, Mich., g.
Marie Simmons	1913	0			New York State Normal College, g.

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